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ABSTRACT

As a part of the general project investigating how home economics teachers can adapt their teaching methods and materials to the special needs students, this individualized instructional guide is designed to provide practical information, suggestions, and guidance for the classroom teacher. Following a brief description of special needs students, individualized instruction, and suggestions for planning a classroom program, two individualized units of study are presented. The first unit, meeting nutritional requirements for food and water, focuses on six key nutritional requirements: (1) carbohydrates, (2) water, (3) minerals, (4) vitamins, (5) fats, and (6) proteins. For each objective there are suggested activities to be used in the learning center. Student instructional materials for each activity are included. The second unit, enhancing the self-image, focuses on three areas: personal care, consideration of others, and lasting impressions. Specific student activity cards are presented for each area, along with teacher guidelines for using the activity cards. (LRA)

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ED177327

INDIVIDUALIZED INSTRUCTIONAL MATERIALS FOR SPECIAL NEEDS STUDENTS IN JUNIOR HIGH SCHOOL HOME ECONOMICS PROGRAMS

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DO NOT RUM THIS PAPE

INDIVIDUALIZED INSTRUCTIONAL MATERIALS FOR SPECIAL NEEDS STUDENTS IN JUNIOR HIGH SCHOOL HOME ECONOMICS PROGRAMS

The current policy of mainstreaming special needs students into the same classroom as other students is of particular significance to home economics teachers. Special needs students are frequently programmed into courses having to do with food, clothing, housing, family life, and other areas for which home economics teachers have traditionally been responsible. With the passage and implementation of Public Law 94-142 and Section 504 of the Rehabilitation Act of 1973, handicapped persons now have the legal right to free public education in a setting that is least restrictive and most appropriate for the individual's learning needs.

Preliminary studies (Whiteford, Reports for 1976 and 1977, Special Needs Students in Regular Home Economics Programs) prepared the way for application in the classroom of theories and procedures. These studies were followed by a pilot workshop in the winter of 1976-77 and follow-up conferences in 1977-78 with selected participants in the workshop. Teachers who participated in the workshop and teachers now in the classroom have expressed the need for help in working with special needs students and in planning learning experiences for students with a wide range of abilities and limitations. These expressions of need for help are in general agreement with those of other studies which found that teachers did not feel confident of meeting the needs of students enrolled in mainstreamed classrooms. (Loftis and Huber, 1979; Hewitt and Watson, 1979)

The following material is a continuation of the general project of investigating how home eoncomics teachers can adapt their teaching methods and materials to the special needs students now in their classrooms. It is designed to provide practical information, suggestions, and guidance for the classroom teacher.

IDENTIFICATION OF SPECIAL NEEDS STUDENTS

Special needs students may be categorized into several groups: the disadvantaged, the handicapped, and the gifted learners. The disadvantaged learners include those having impairments resulting from social, economic, cultural, or academic deficiences which prevent them from succeeding in the regular instructional program. The handicapped learner may suffer from one or more impairments including retardation, orthopedic handicaps, visual and hearing defects, and/or health problems requiring special consideration.

Although the gifted learner is not categorized as a special needs student under existing legislation, from the standpoint of what is required from the instructional program in order to meet the student's needs, identification as a special needs student may be deemed appropriate. In summarizing a description of intellectually gifted children, Kirk (1972) pointed out that gifted children have superior ability to deal with facts, ideas, and relationships, whereas talented children have special aptitudes in specific areas such as music, art, mechanics, and social leadership. Moreover, the differences are not distinct since talented children usually are gifted intellectually and most children described as intellectually gifted have talent in one or more areas.

In implementing legislative mandates, including PL 94-142, the Education for All Handicapped Children Act of 1975, and PL 94-482, Title II, the Vocational Education Act Amendments of 1975, instructional programs will need to be adapted and instructional resources modified in order to serve the varied requirements of special needs students. The students range from 3 to 21 years of age, since they are identified relative to their handicaps and are to be phased into the regular education program of their peers. As the cornerstone of PL 94-142, a written individualized education program (IEP) is required for each handicapped learner. The IEP must include (a) the student's present level of educational performance, (b) goals and short-term objectives, (c) specific services to be provided and the amount of time required, (d) the starting date and expected duration of the services, and (e) evaluation criteria to be used in determining whether or not the objectives are achieved. Student progress must be monitored and the IEP reviewed at least twice the first year and annually thereafter. The parent and the student are an integral part of the decision-making procedure. The IEP reflects the input from regular and special teachers, the student's parents, and the student where appropriate. In addition, the school principal, the school psychologist, and/or other consultants may be included in formulating the program (Phelps, 1975; Hewitt and Watson, 1979; Berneman, Goldstein, and Weber, 1979).

The special needs student is defined in terms of what is required from the instructional program rather than in terms of medical or psychological labels. Consequently, modified instructional programs and additional services are required to meet their needs. Moreover, supplementary intensive instruction is necessary for these students to succeed in the regular instructional program. (Meers, 1977; Phelps, 1975).

GENERAL CHARACTERISTICS OF ADOLESCENTS FROM THE 7TH TO 9TH GRADES

Adolescents in the 7th through the 9th grades are individuals of great diversity, yet they possess characteristics in common. The concept of the developmental tasks of adolescents formulated by Havighurst was an early theoretical exposition of development which provided an effective system for interpreting and dealing with the problems of youth. He identified the following developmental tasks that highlight the major social and psychological challenges of adolescence: (1) developing new relationships with peers of both sexes; (2) acquiring an appropriate sex role; (3) learning to accept one's body and use it effectively; (4) developing emotional independence; (5) preparing for a career; (6) getting ready for marriage and family life; (7) developing socially acceptable behavior; (8) acquiring intellectual competence; and (9) evolving a value system. (Havighurst, 1953)

Adolescents are in a transitional period moving from reliance upon parents and teachers to making their own decisions and striving to please their peer group. In the junior high school, classroom teachers tend to be increasingly resented as authority figures, and thus they may have difficulty maintaining control of a class. (Feldhusen, 1979).

The classroom teacher needs to be able to determine the minimum requirements for learning a concept or a basic skill. Many times assumptions are made with respect to the abilities of students. The teacher may assume that all of them can read, write, and relate to abstract as well as to concrete experiences. However, as Bloom (1976) points out, the degree to which students learn is dependent upon their past experiences, and learning must continue from where they left off. If the students encountered difficulties in past years they will continue to have problems unless they are helped on their own level of learning to remedy their deficiencies. For example, if a student cannot read, all reading material will become a frustrating experience rather than contributing to an accumulation of knowledge. While the student is being helped to improve in reading skills, alternative methods of learning, as for example the use of filmstrips, audio-cassettes, and peer learning experiences, may be provided to facilitate progress and prevent the student from falling further behind.

When students are promoted from one class to another in the school system without having learned what they should have learned in an earlier grade, teachers cannot assume that all students function at a similar level of conceptual development. Hunt (1975), in his study of student behavior, reported that there are at

least three stages of conceptual development. The early stage (Sub-Stage I) is characterized by a very simple conceptual system without norms for behavior. Students in this group may not consider alternatives; however, many times they are poorly socialized and tend to resent authority. At the second level of functioning, Stage I is characterized by a simple, concrete conceptual system with more generalized norms for behavior. Students functioning at this stage commonly use two-category classifications and many times use verbal symbols with limited comprehension. Their behavior is orderly and attentive; moreover, they show concern for observing rules. In the third level of conceptual development, students in Stage II make use of a more complex conceptual system, usually breaking away from generalized standards. They utilize complex classifications, seeing and questioning alternative courses of action. In addition, these students tend to be more independent and to defend their convictions.

Hunt further pointed out that students must be provided with material which will help them meet their immediate needs as well as provide a challenge for continued learning. Since more classroom teachers will have students in each of these categories in their classes, how can they provide activities for the students which will benefit all of them? For the creative teacher, the answer is to provide alternative learning activities through multi-sensory channels and through learning centers.

INDIVIDUALIZED INSTRUCTION

One means of modifying the instructional program is individualization, whereby the needs of individual students are met to the maximum feasible extent within the over-all pattern of the needs and resources of the classroom. The arrangement of instructional work groups by the teacher as in a learning center is an important task of individualization (Hewitt and Watson, 1979).

The learning center is a means of adapting instruction to meet the needs of the increasing numbers of students in home economics programs who have deficiencies in basic learning skills as well as in the subject matter background. The center can be organized to provide multi-sensory experiences with opportunities for individual and/or group learning activities and interaction. Variety may also be provided with respect to subject matter ranging from a study of the basic skills for living to the more complex concepts appropriate for gifted learners. Job sheets may be provided for students needing structured and concrete learning activities, whereas contracts may prove to be more appropriate for students preferring a low-structured environment incorporating more abstract learning concepts.

Although there are several approaches to the organization and use of learning centers, in this study they are designed to enrich and reinforce the learning activities and resources included in the secondary home economics program. Within this context the learning centers can assist the student in meeting a variety of program objectives.

SUGGESTIONS FOR PLANNING A CLASSROOM PROGRAM

Since a learning center is only one aspect of a classroom program which stresses individualization, a general consideration of program planning in mainstreamed classes should be helpful. The following are suggestions for preliminary planning and classroom management which may or may not be practical in particular situations.

- Identify students with special needs who will be enrolled in the program if at all possible prior to meeting the class for the first time.

- Arrange a conference with each student having special needs so as to have an opportunity to establish rapport and to learn more about the student's previous experiences relating to home economics.

- Inform yourself about the student's special learning needs and preferences (visual, auditory, and haptic). By determining reading and comprehension abilities, you will have pertinent information to arrange for needed specialized instruction.

- Provide a tour of the home economics facilities prior to the meeting of the class so as to give the student an opportunity for orientation.

- Encourage other students in the class to have a favorable attitude toward special needs students who are new to the school through discussion of the ways of orienting them into the group.

- Provide a variety of appealing learning activities, some of which are not required of every student. Encourage participation in optional activities which reinforce and/or supplement the basic learning requirements.

- Encourage special needs students to participate in all home economics activities even though some tasks may require adaptation. The student who has coped with similar situations previously may be able to suggest ways of making adjustments for completing the task successfully.

- Provide adequate time for students to develop their abilities and skills so as to encourage independence and feelings of well-being.

- Encourage students to leave the program with a positive approach to learning; provide reinforcement of home economics experiences to foster life-long interest in learning.

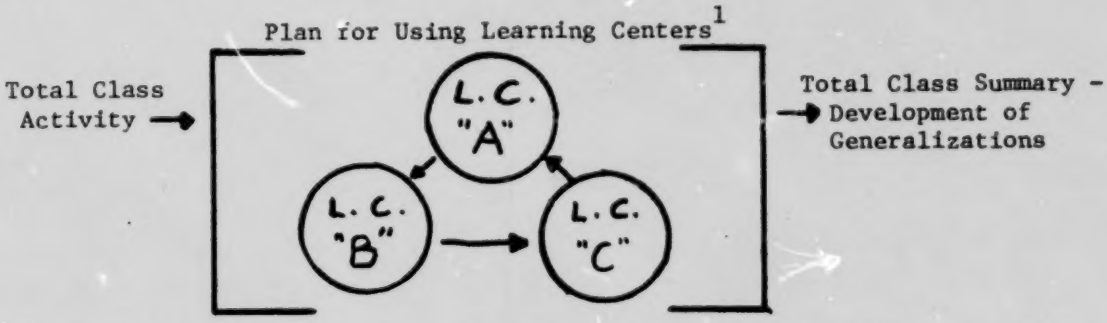
- Arrange a conference with the Special Education teacher to whom the student is assigned for assistance. Develop a plan for cooperative effort in achieving the short and longer-range objectives outlined in the student's IEP.

GUIDELINES FOR USING RESOURCE MATERIALS IN LEARNING CENTERS

The learning center is an area or space in a classroom which is appealing to students and contains a variety of instructional resources designed to teach, reinforce, or enrich skills or concepts suited to the individual student's interests, abilities, and learning styles. The content, objectives, and materials in the learning center should be designed to meet the identified needs of students and to offer a variety of activities for students which range from the simple to complex and from the concrete to the abstract. Learning centers usually include a variety of multi-media materials such as filmstrips, books, tapes, recordings, posters, comic books, and brochures.

In an overall plan for the Nutrition Unit for the quarter, trimester, or semester, determine at what point consideration of food nutrients is appropriate. Learning centers may be utilized in a variety of ways. However, in this study it is suggested that the concept be used as an integral part of the instructional unit. Although the materials on each nutrient are organized separately we suggest you combine two in each of the three learning centers (e.g. Carbohydrates and Water, Minerals and Vitamins, and Fats and Proteins).

Plan for Using Learning Centers[1]



[1]Adapted from: Group Learning Centers, Iowa State University, Ames, Iowa, 1977. p. 20.

In dividing the class into groups for participation in each learning center, the criteria used in the Iowa State study[2] are suggested:

a. group size - minimum 3 students, maximum 5 students
b. academic ability - heterogeneously grouped
c. social compatability - student preferences among classmates

For classes of more than fifteen students, duplicate the learning centers or develop additional objectives. Evaluative materials which may be used as a pre-test and a post-test are included for consideration as part of the learning center activities. The total class activity would precede the learning center as an introduction and would follow at the end as a summary.

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[2]Group Learning Centers, Iowa State University, Ames, Iowa, 1977, p. 21.

Suggestions For Students' Orientation

Management of the learning centers will be facilitated by orienting students to this new approach. The day preceding the learning center activities would be an appropriate time to handle these management details.

1. Division of the class into groups of 3 to 5 students.

2. Assignment of each group to specific learning centers for specific class periods. Assuming the introduction to the unit is presented Monday, and the conclusion is Friday, this is an example of scheduling the groups:

Learning Centers	A	B	C
Group I	Tuesday	Wednesday	Thursday
Group II	Wednesday	Thursday	Friday
Group III	Thursday	Tuesday	Wednesday

3. If the learning centers will have 3 or fewer members, students may work alone or in a group. They will need to work together to play the games. If 4 or more students are assigned to each learning center, members may work as two groups or individually.

4. Students flow through the various activities within a learning center beginning with any activity and continuing until a minimum of three have been completed.

   Additional activities may be completed for additional credit.

   Directions for individual activities are included on each activity sheet.

5. Students will bring paper and pencil to the learning center for recording their answers. They will record their names and date on their papers to be handed in.

6. The pre-test will be administered at the conclusion of orienting students to the learning centers (Monday according to our model). The post-test will be administered after the students have completed the activities in all three learning centers.

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RESOURCE MATERIALS

UNIT A. MEETING NUTRITIONAL REQUIREMENTS FOR FOOD AND WATER[1]

Section

I. Objectives

- A. Carbohydrates (Pink)
- B. Water (Blue)
- C. Minerals (Green)
- D. Vitamins (Goldenrod)
- E. Fats (Salmon)
- F. Proteins (Canary)

II. Conceptual Framework

III. Evaluation

- A. Pre-test
- B. Post-test
- C. Nutrition and Foods: Answer Key

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[1] Duplication: To facilitate the duplication of the learning activities in the local school, the exercises in this handbook were duplicated on one side of a sheet of white paper. For some materials, duplication on both sides of the sheet is recommended in the instructions for teachers. As a means of highlighting the organization of the materials to be used, as well as stimulating interest in participation, the duplication of the exercise materials on colored paper is suggested, for example: Carbohydrates, pink; Water, blue; Minerals, green; Vitamins, goldenrod; Fats, salmon; and Proteins, canary.

LEARNING CENTER ACTIVITIES OBJECTIVES

Theme: Meeting Nutritional Requirements for Food and Water

OBJECTIVE A: CARBOHYDRATES

A_1: The student will be better able to identify carbohydrate-rich foods necessary for meeting the energy requirements of the body.

A_2: The student will be better able to select sources of carbohydrate foods identified as necessary for an adequate and varied diet.

OBJECTIVE B: WATER

B_1: The student will be better able to identify and utilize foods which provide water which is necessary for health and essential for body processes.

OBJECTIVE C: MINERALS

C_1: The student will be better able to identify mineral-rich foods and their functions in the body.

C_2: The student will be better able to select foods rich in minerals which are necessary for an adequate and varied diet.

OBJECTIVE D: VITAMINS

D_1: The student will be better able to identify sources of the vitamins in foods necessary for the maintenance and optimum functioning of the body.

D_2: The student will be better able to select foods rich in the vitamins necessary for an adequate and varied diet.

OBJECTIVE E: FATS

E_1: The student will be better able to identify sources of fat in foods necessary for the maintenance and optimum functioning of the body.

E_2: The student will be better able to select foods containing modest amounts of fat to insure the maintenance and optimum functioning of the body.

OBJECTIVE F: PROTEINS

F_1: The student will be better able to identify protein-rich foods necessary for meeting protein requirements for body maintenance and growth.

F_2: The student will be better able to select sources of protein-rich foods necessary for an adequate and varied diet.

THEME: MEETING NUTRITIONAL REQUIREMENTS FOR FOOD AND WATER

Conceptual Framework[1]

1.0 Role of nutrients in food use decisions

1.2 Relationship of nutrition to mental, physical, and emotional health

1.3 Basic food nutrients and their body functions

1.4 Food sources of the basic nutrients

Comparison of nutrient values of food sources

1.5 Body's use of nutrients

The body's need for a variety of foods

Interdependent functioning of nutrients

Enhancement of health by fulfillment of body's needs

Dependence of body processes on

Specific nutrients

Trace minerals and vitamins

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[1]Adapted from:
Anderson, Edna Page, Program Planning in Home Economics in Minnesota. Saint Paul, Minnesota: Vocational Technical Division, State Department of Education and Division of Home Economics Education, Department of Vocational and Technical Education, University of Minnesota, 1978. p. 38.

NUTRITION AND FOODS

DO YOU KNOW YOUR NUTRITION FACTS?

PRE-TEST

RECORD YOUR ANSWERS TO THE FOLLOWING QUESTIONS IN THE COLUMN PROVIDED.

1. _____ 1. Nutrients such as proteins, fats, and carbohydrates are found in _____.

2. _____ 2. Fiber in the diet is an aid to _____.

3. _____ 3. What nutrient provides the basic materials for building and repair in the body?

4. _____ 4. The vitamin found in many fruits and vegetables which helps your eyes to see in dim light is _____.

5. _____ 5. People who consume more than 30% of their calories in fatty foods will increase their risk for _____ disease and _____ problems.

6. _____ 6. Soft bones indicate a lack of the mineral _____.

7. _____ 7. Seafood and enriched salt contain _____ which helps the thyroid gland to function.

8. _____ 8. Select the percentage which identifies the portion of the body that is water.

   A. 20 to 35% B. 40 to 45% C. 50 to 75%

9. _____ 9. Select three carbohydrate food sources that are wise choices for someone reducing his/her weight.

   _____

   _____

   A. 1 slice fruit pie B. 3 slices white enriched bread

   C. 1 serving cereal D. 1 cup ice cream

   E. 1 medium apple F. 1 breakfast pastry

NUTRITION AND FOODS

WHAT HAS THE FAMILY OF NUTRIENTS TAUGHT YOU?

POST-TEST

RECORD YOUR ANSWERS TO THE FOLLOWING QUESTIONS IN THE COLUMN PROVIDED.

1. _____ 1. The vitamins named niacin, riboflavin, and thiamine are more commonly called _____.

2. _____ _____ 2. The two vitamins found in good amounts in enriched milk are _____ and _____.

3. _____ _____ 3. List two functions of water in the body.
_____

4. _____ _____ 4. Select the five foods which are important sources of water.
_____ _____
_____
A. pancakes B. oranges C. ham D. celery E. tomatoes
F. pudding G. popcorn H. cheese I. peaches J. lettuce

5. _____ 5. The body needs this nutrient to provide protection to the heart, stomach, and other body organs.

6. _____ _____ 6. Select the three plant foods which are highest in protein.
_____
A. peas B. peanuts C. corn D. nuts E. soybeans
F. potatoes G. rice H. carrots I. spinach J. oatmeal

7. _____ 7. Carbohydrate foods are good sources of the body's _____.

8. _____ 8. Foods containing high amounts of _____ may cause tooth decay.

9. _____ 9. The body's need for ____ is greater than its need for food.

10. _____ 10. Cholesterol is found in fats from _____ sources.

11. _____ 11. A mineral which helps blood clot is _____.

12. _____ 12. A mineral which contributes to vitality by its ability to carry oxygen in the bloodstream is _____.

13. _____ _____ 13. Select the three foods which are lowest in fat content.
_____
A. bread B. cheese C. whole milk
D. skim milk E. cottage cheese F. butter

14. _____ 14. Skin irritations may be caused by a lack of _____.

15. _____ 15. Name a food which is rich in iron.

DO NOT TEAR THIS PAGE

NUTRITION AND FOODS: ANSWER KEY

ANSWERS: "Do you know your nutrition facts?"

1. foods
2. digestion
3. protein
4. vitamin A
5. heart disease
   weight problems
6. calcium
7. iodine
8. C. 50 to 75%
9. B. 3 slices white enriched bread
   C. 1 serving cereal
   E. 1 medium apple

ANSWERS: "What has the family of nutrients taught you?"

1. B vitamins
2. vitamin A
   vitamin D
3. cooling the body
   cleansing the body
   enabling digestion and absorption
   part of body and blood make-up
4. B. oranges D. celery E. tomatoes I. peaches J. lettuce
5. fat
6. B. peanuts D. nuts E. soybeans
7. energy or fuel
8. sugar
9. water
10. animal
11. calcium
12. iron
13. A. bread D. skim milk E. cottage cheese
14. fats or vitamin A or vitamin E
15. meats, egg yolk, green leafy vegetables

OBJECTIVE A: CARBOHYDRATES

TEACHER GUIDE FOR ACTIVITIES IN THE LEARNING CENTER
(3-5 STUDENTS)

I. "Carbohydrates" Booklet

A. Identification: This is a visual resource for completing the next exercise, "Spell out the Words".

B. Preparation: Fold the paper in half crosswise to make a booklet. (DUPLICATION: Xerox as a two-sided copy. 1 copy per student in the learning center.)

II. "Spell out the Words"

A. Identification: In this exercise, the student will supply the missing letters in each word which is descriptive of the carbohydrate being identified in each group.

B. Preparation: Students may be asked to use their own paper for recording answers. (DUPLICATION: 2 copies to provide 2 sets per learning center.)

C. Answers:
1. STARCH 2. SUGAR 3. FIBER

III. "Carbohydrates Race" and "Carbohydrate Food Choices I and II"

A. Identification: For this game, the student will select a food from "Carbohydrate Food Choices I". Using the given energy value, the student will move a "marker" on the "Carbohydrates Race" Board the appropriate number of spaces. (Example: pie represents 400 calories or four spaces on the board.) The object of the game is for students to determine the energy values of foods which will enable them to stop at as many of the "starred stations" as they can before finishing. They keep score relative to how many times they have landed on a "starred station" in completing the course. This exercise may be completed individually or in small groups.

B. Preparation: Cut along three sides of the foods on the sheet "Carbohydrate Food Choices I" to make "doors" that can be opened. Tape or staple this sheet on top of "Carbohydrate Food Choices II", carefully lining up the calories under each food. (DUPLICATION: 2 copies of each page to provide 2 sets per learning center.)

IV. "Puzzling Issues About Carbohydrates"

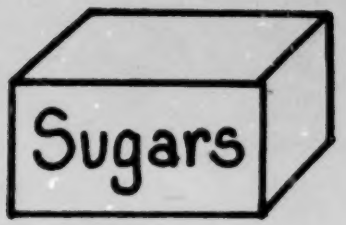
A. Identification: The student will answer each question which deals with carbohydrates in order to complete the boxes in the puzzle.

B. Preparation: This exercise is to be used with a textbook or resource of the teacher's preference. The students may be asked to use their own paper for recording answers. (DUPLICATION: 2 copies to provide 2 sets per learning center.)

C. Answers:
1. ACID 2. CARBOHYDRATES 3. BRUSHING 4. TEETH 5. POUNDS
6. ENERGY 7. DECAY 8. TIRED 9. FIBER 10. STORED

DO NOT WRITE ON

Sugars provide a ready energy supply but may cause tooth decay if teeth are not brushed after eating.



22

Carbohydrates

Include:

Sugar,

Starch, and

Fiber.

23

People need carbohydrates like a car needs gasoline.

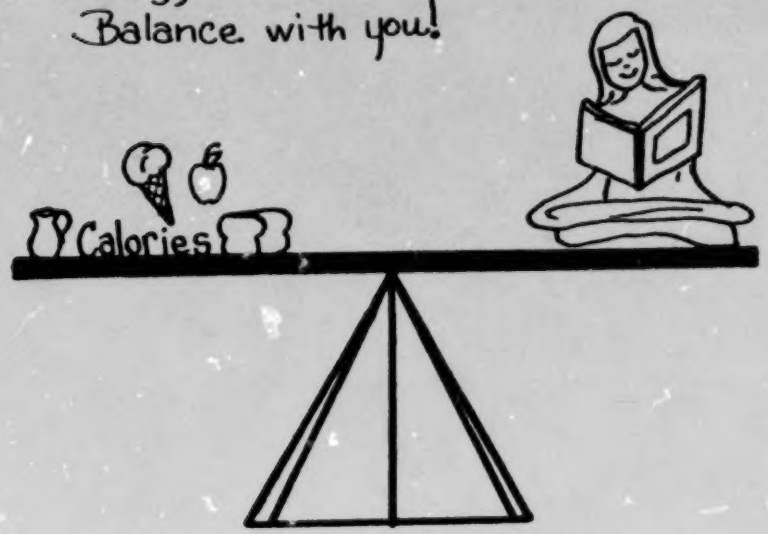
Cars store fuel in the gas tank under the car.

People need to have stores of carbohydrate fuel in the body in the form of fat.

Large stores of energy.

Low stores of energy.

Not too many, not too few,
Energy needs to
Balance with you!



Fiber, also called bulk, aids the digestive process.

Spell out the words...

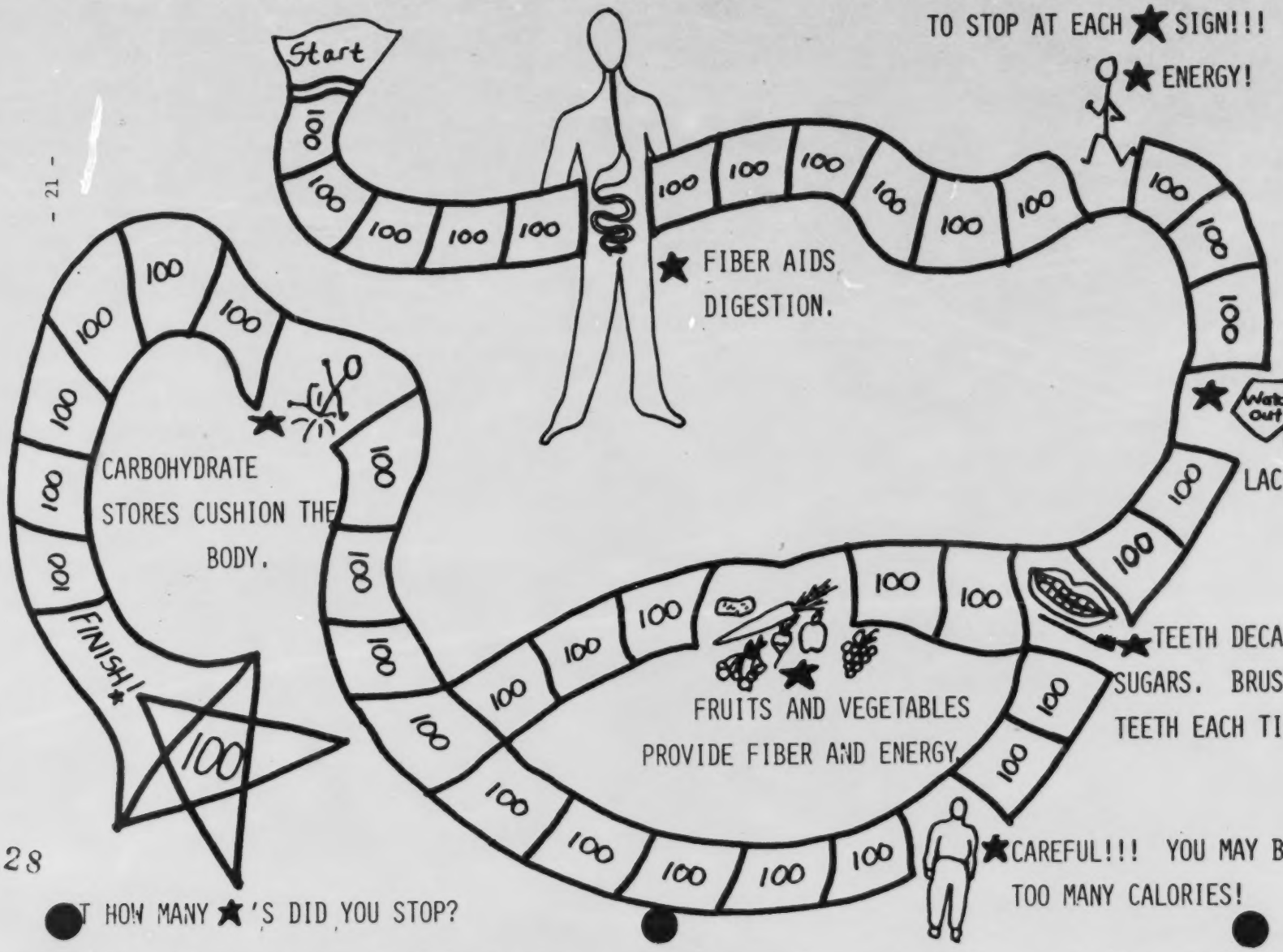
Find the names of carbohydrates.

GA_OLINE
_ANK
BAL_NCE
ENE_GY
_ALORIES
CARBO_YDRATE

_TORES
BR_SH TEETH
ENER_Y
TOOTH DEC_Y
_EADY

_RUIT
D_GESTION
_ULK
NE_DED
CA_BOHYDRATE

CARBOHYDRATES RACE


Start
100
FIBER AIDS DIGESTION.
ENERGY!
MAKE A CARBOHYDRATE FOOD CHOICE AND FIND YOUR ENERGY VALUE. TRY TO STOP AT EACH ★ SIGN!!!
Watch out
SUGAR FOODS MAY LACK VITAMINS.
TEETH DECAY FROM SUGARS. BRUSH YOUR TEETH EACH TIME!
CAREFUL!!! YOU MAY BE EATING TOO MANY CALORIES!
FRUITS AND VEGETABLES PROVIDE FIBER AND ENERGY.
CARBOHYDRATE STORES CUSHION THE BODY.
FINISH!
100
AT HOW MANY ★'S DID YOU STOP?

A.-III.b.

Carbohydrate Food Choices I

Find the food energy value (for use with the Carbohydrate Race).

1 medium banana

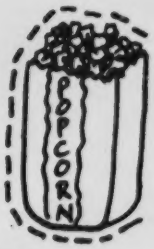
1 breakfast pastry

1 cup winter squash

1 serving cereal

1 submarine sandwich

3 slices white enriched bread



2½ cups popcorn

1 cup ice cream

1 cup chocolate pudding

1 large apple

1 cup white enriched rice

1 small sweet potato

1 small homemade brownie

1 small baked potato

1 cup baked custard

1 slice fruit pie

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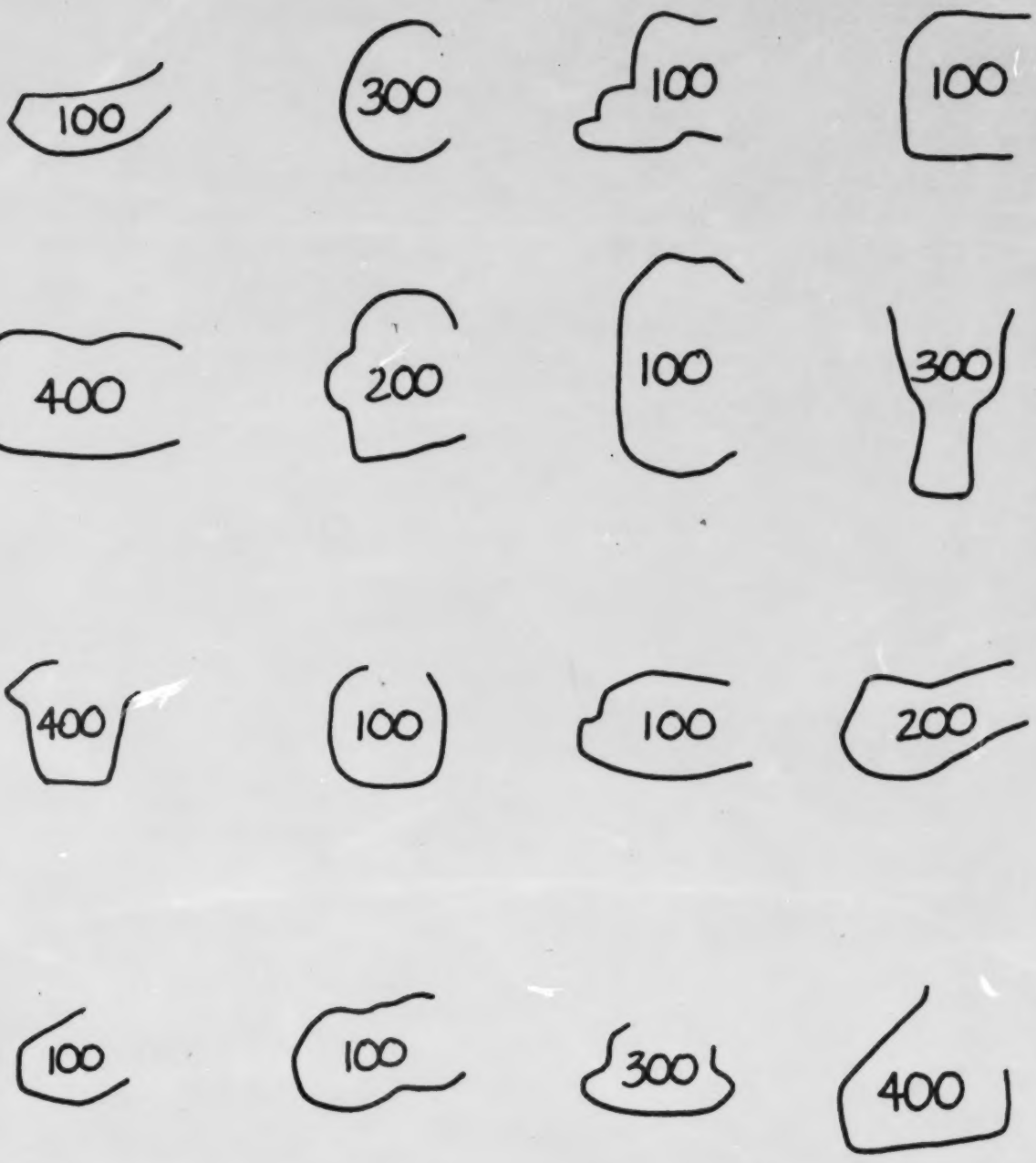
Carbohydrate Food Choices II



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A.III.1

CARBOHYDRATES RACE INSTRUCTIONS

1. EACH PLAYER WILL SELECT A MARKER (BUTTONS OR COLORED PAPER MARKERS).
2. EACH PLAYER AT THEIR TURN OPENS ONE CARBOHYDRATE FOOD DOOR OF THEIR CHOICE (CARBOHYDRATE FOOD CHOICE SHEET) AND MOVES THEIR MARKER THE CORRESPONDING VALUE OF POINTS ON THE GAME BOARD. PLAYERS TRY TO SELECT THOSE FOODS THAT WILL ALLOW THEM TO LAND ON AS MANY OF THE SEVEN STAR SPACES AS POSSIBLE.
3. AFTER EACH GAME, RECORD THE NUMBER OF STARS EACH PLAYER LANDED ON, ON THE SCORESHEET BELOW.
4. COULD YOU LAND ON ALL SEVEN STARS BY THE THIRD GAME?

MY STARS! SCORECARD			
NAME	GAME 1	GAME 2	GAME 3

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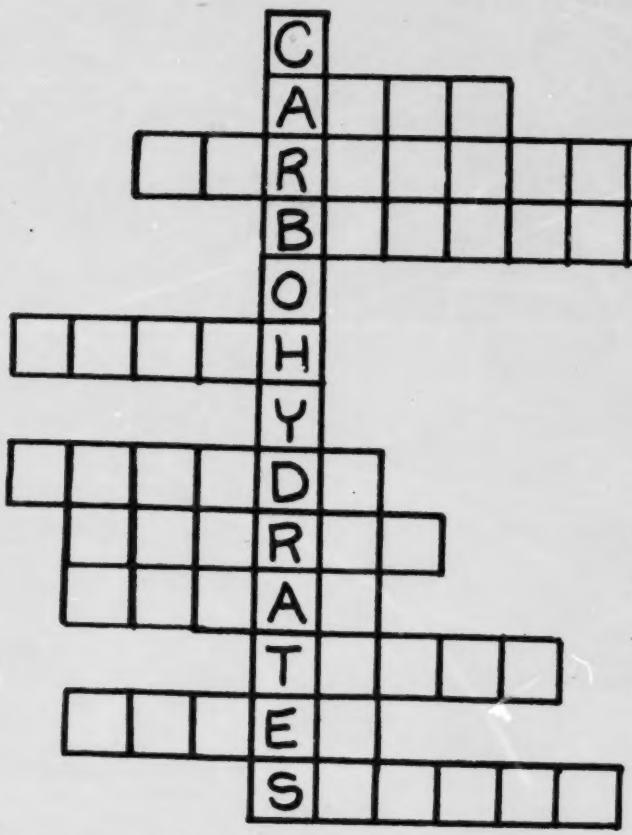
A.IV. Puzzling Issues About Carbohydrates



IF YOU EAT TOO LITTLE OF CARBOHYDRATES:

* THE BODY CAN NOT USE FATS EFFICIENTLY FOR ___(6.)___.
* PEOPLE FEEL ___(8.)___.
* DIETS LACKING IN ___(9.)___ MAY LEAD TO CONSTIPATION.

IF YOU EAT TOO MANY CARBOHYDRATES:

* CARBOHYDRATES CHANGE TO FAT AND ARE ___(10.)___ IN THE BODY.
* YOU MAY GAIN EXTRA ___(5.)___.
* IF YOU EAT SWEETS AND SUGARS WITHOUT ___(3.)___ YOUR TEETH AFTERWARD, CAVITIES MAY DEVELOP.
* PLAQUE FORMS WHEN SUGAR HELPS BACTERIA STICK TO THE ___(4.)___.
* BACTERIA ACTING ON SUGAR PRODUCE ___(1.)___.
* ACID DISSOLVES TOOTH ENAMEL CAUSING ___(7.)___.

CONCLUSION: * ONE MUST BALANCE THE NUMBER OF ___(2.)___ THEY CONSUME WITH THEIR EXERCISE AND DESIRED WEIGHT.

OBJECTIVE B: WATER

TEACHER GUIDE FOR ACTIVITIES IN THE LEARNING CENTER
(3-5 STUDENTS)

I. "Water is Essential"

A. Identification: This is a visual resource which explains the functions of water in the body. The student will trace the path through the maze, identifying the functions of water in the body.

B. Preparation: The teacher may wish to supplement the learning center with additional resource materials. (DUPLICATION: 1 copy per student in the learning center.)

II. "Foods Contain Water I and II" and "Food Picture Cards"

A. Identification: This is a programmed instructional device in which the student is asked to categorize foods in terms of the varying amounts of water contained in them. Each student will sort the picture cards into four categories. Upon completion, the student will check his/her responses from "Foods Contain Water". This exercise may be repeated until the student is competent in identifying the water content of the selected foods.

B. Preparation: Cut along three sides of the rectangles on the sheet, "Foods Contain Water I" to make "doors" that can be opened. (The fourth side may be reinforced by applying transparent tape to facilitate self-evaluation of the exercise.) Tape or staple this sheet on top of "Foods Contain Water II" carefully lining up the rectangles. The "Food Picture Cards" should be cut along the lines to provide 20 cards, and all pieces placed in a marked envelop . The teacher may want to include students in the preparation of this exercise. (DUPLICATION: 2 copies of each page to provide 2 sets per learning center.)

III. "Match up on Water Facts"

A. Identification: This visual exercise promotes the analysis of the water content of materials and enables the student to evaluate learning.

B. Preparation: The students may be asked to use their own paper for recording answers. (DUPLICATION: 2 copies to provide 2 sets per learning center.)

C. Answers:

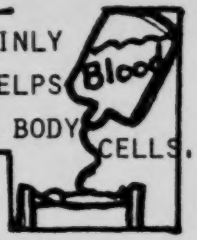
1. EXHALE	2. COOLS	3. THIRSTY	4. FOOD
5. INTESTINAL	6. BODY	7. DIGESTION	8. BLOOD
9. EIGHT	10. WATER	11. 90%	12. 60%
13. 35%	14. 50%		

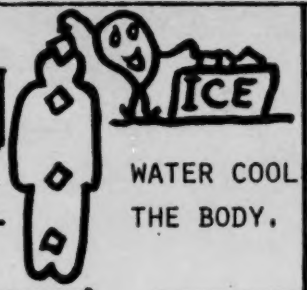
BEST COPY NOT AVAILABLE

WATER IS ESSENTIAL

ENTER HERE

BLOOD IS MAINLY WATER AND HELPS CLEANSE THE BODY CELLS.





WATER COOLS THE BODY.

THE BODY IS 50 - 75 % WATER.

WATER IS NEEDED FOR DIGESTION AND ALL BODY PROCESSES.

WATER ALSO LEAVES THE BODY WHEN YOU EXHALE.

TO MAINTAIN HEALTH, YOUR BODY NEEDS A DAILY SUPPLY OF WATER IN YOUR DIET.

E END

Foods Contain Water

SORT THE FOOD PICTURE CARDS ACCORDING TO WATER CONTENT INTO THE FOUR GROUPS BELOW.

AFTER THE CARDS ARE SORTED, YOU MAY OPEN THE DOORS TO CHECK YOUR ANSWERS.

90-100 % Water

60-85 % Water

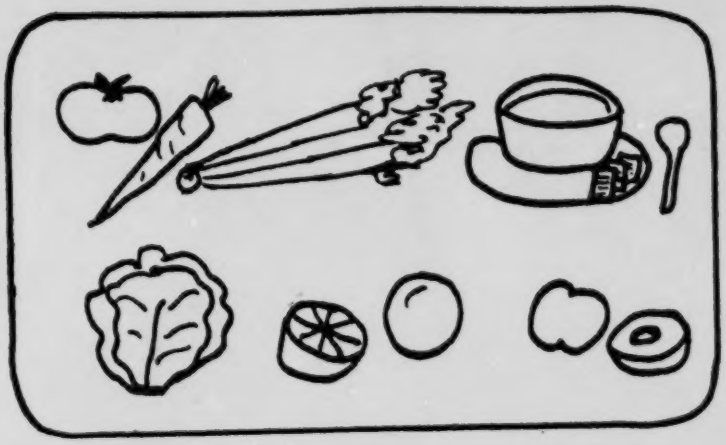
40-55 % Water

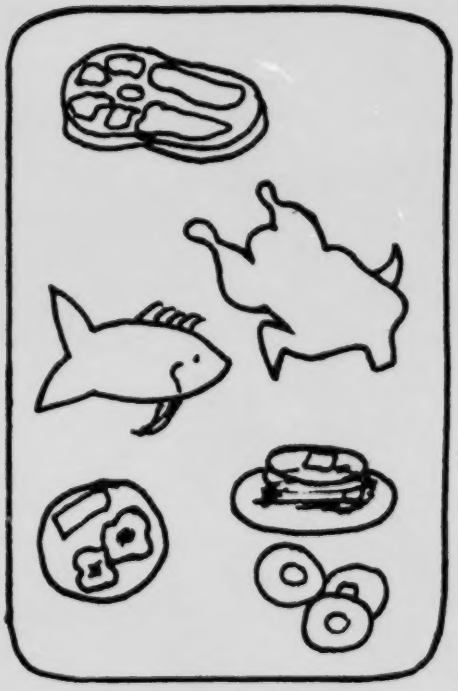
Very little water

less than 35 %

FOODS CONTAIN WATER

ANSWER SHEET TO BE ATTACHED BEHIND THE CATEGORIES OF WATER CONTENT OF FOODS.



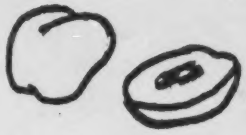


B.-H.C.

FOOD PICTURE CARDS TO ACCOMPANY "FOODS CONTAIN WATER." CUT THE CARDS APART AND PLACE WITHIN AN ENVELOPE.

Lettuce

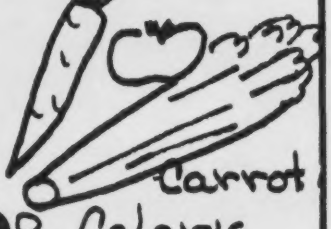
Orange & Grapefruit



Peach

Soup

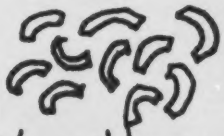
Tomato



Carrot & Celery

Corn & Potato

Cooked



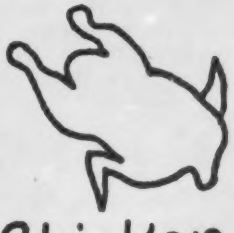
Noodles or Macaroni

Apple & Banana

Ice Cream

Pudding

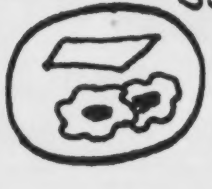
Meat



Chicken

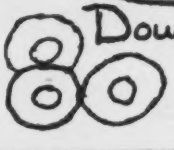
Fish

Ham & Eggs

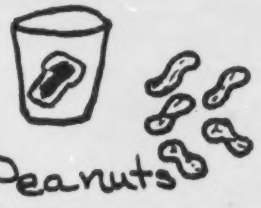


Pancakes

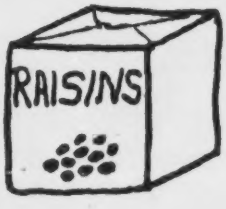
Doughnuts

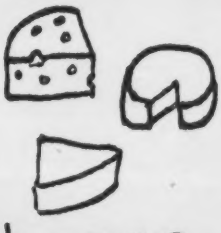


Peanut Butter



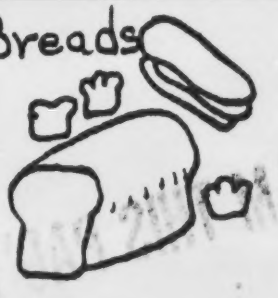
Peanuts





Cheese

Breads



Popcorn

B-III.

MATCH UP ON WATER FACTS

WATER IS LOST FROM THE BODY WHEN WE ___(1)___.

WHEN PEOPLE PERSPIRE, WATER ___(2)___ THE BODY.

THE BODY NEEDS WATER WHEN WE ARE ___(3)___.

THE BODY'S NEED FOR WATER IS GREATER THAN ITS NEED FOR ___(4)___.

WATER HELPS PASS DIGESTED FOODS THROUGH THE ___(5)___ WALL.

THE BODY CELLS ARE CLEANED BY WATER IN THE ___(6)___.

___(7)___ NEEDS WATER TO BREAK DOWN FOODS.

THE ___(8)___ CONTAINS FROM 50 TO 75 % WATER.

HEALTH EXPERTS RECOMMEND THAT ADULTS SHOULD HAVE AT LEAST ___(9)___ GLASSES OF WATER PER DAY.

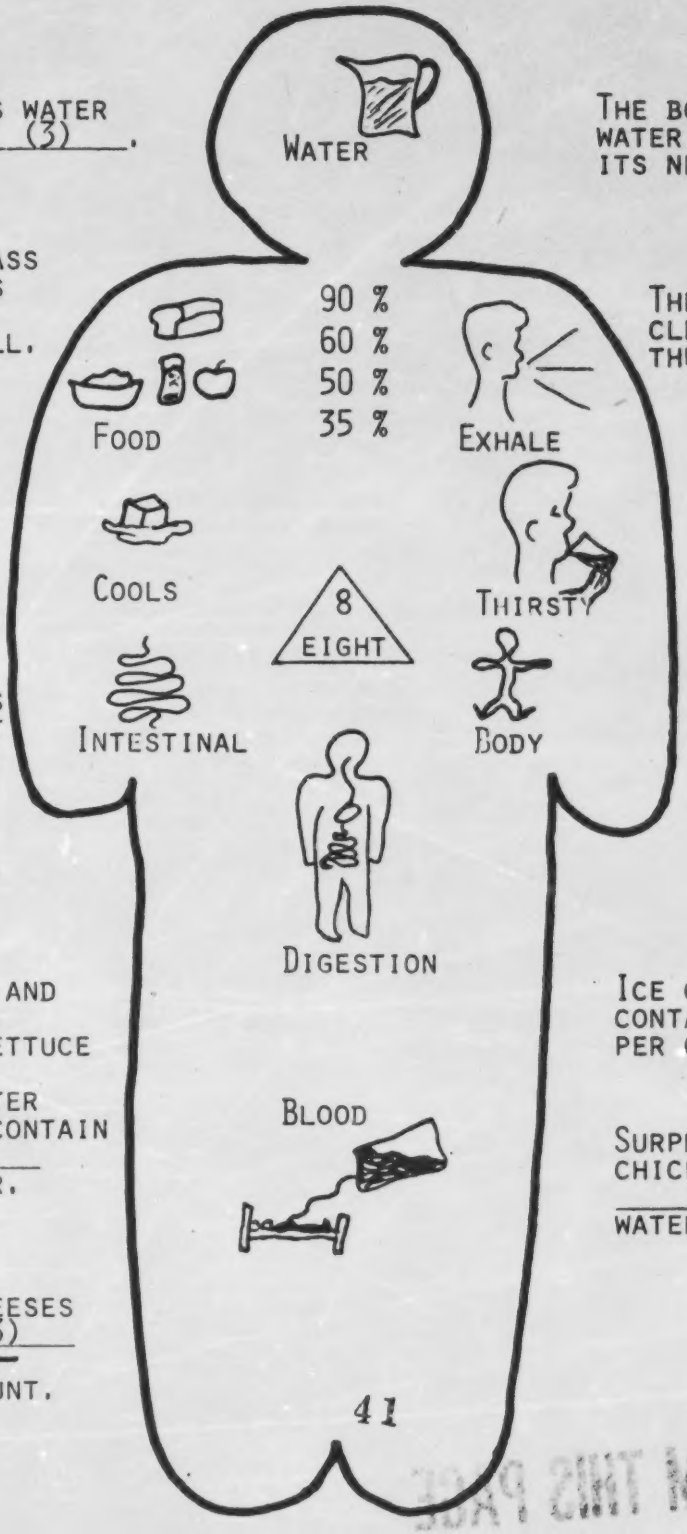
THE BODY LOSES EXTRA ___(10)___ IN TIMES OF ILLNESS OR FEVER.

SOUPS, JUICES AND MILK, PEACHES, ORANGES AND LETTUCE ARE EXCELLENT SOURCES OF WATER BECAUSE THEY CONTAIN ABOUT ___(11)___ PER CENT WATER.

ICE CREAM AND PUDDINGS CONTAIN ___(12)___ PER CENT WATER.

BREADS AND CHEESES CONTAIN ___(13)___ PERCENT WATER— A SMALLER AMOUNT.

SURPRISINGLY, MEAT, CHICKEN AND FISH CONTAIN ___(14)___ PER CENT WATER.



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OBJECTIVE C: MINERALS

TEACHER GUIDE FOR ACTIVITIES IN THE LEARNING CENTER

(3-5 STUDENTS)

I. "Minerals" Booklet

A. Identification: This booklet is a visual resource for presenting facts about minerals and should be used with "Minerals in the Body".

B. Preparation: Fold the paper in half crosswise to make a booklet. (DUPLICATION: Xerox as a two-sided copy. 1 copy per student in the learning center.)

II. "Minerals" Puzzles

A. Identification: For this exercise, students will assemble the individual pieces into rectangles which will identify the sources and functions of Iron, Iodine, Calcium, and Phosphorus.

B. Preparation: The puzzles should be cut along the dotted lines and all 12 pieces placed in a marked envelope. The teacher may want to include the students in the preparation of this exercise. (DUPLICATION: 2 copies to provide 2 sets per learning center.)

III. "Mineral Flashcards" (2 pages)

A. Identification: Students are to use the flashcards to learn the sources and functions of the minerals. This exercise may be completed individually or in small groups.

B. Preparation: The flashcards should be cut into strips, folded on the center line, and stapled along the outside edge. (DUPLICATION: 2 copies of each page to provide 2 sets per learning center.)

IV. "Minerals in the Body"

A. Identification: Students will use the picture clues to fill in the blanks with the letters that complete the words.

B. Preparation: (DUPLICATION: 1 copy per student in the learning center.)

C. Answers:

1. Nu TR ients
2. BOD y
3. i RON
4. HEM oglobin
5. OX ygen
6. i RON
7. FOO d
8. cal CI um
9. phos PHOR us
10. b ONES
11. t EETH
12. cal CI um
13. I odine
14. gl AND

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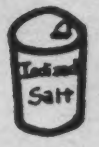
C.I.C.

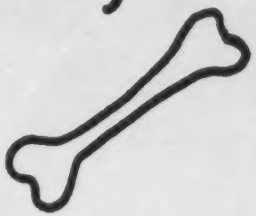
Iodine,



helps the thyroid gland to function.

Phosphorus,

works together with calcium to build the bones and teeth.



And others too!

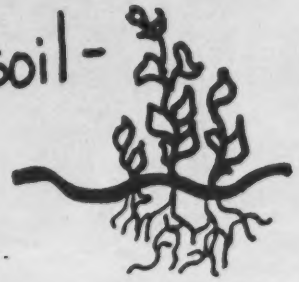
Magnesium Chlorine

Zinc

Sodium Potassium

Minerals

From the soil-



To our food-

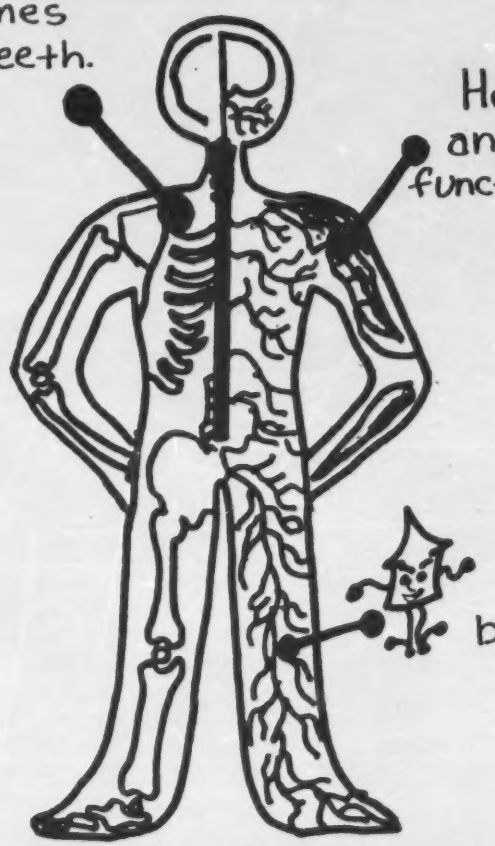
To our Healthy Bodies.

FOR PUBLIC USE

C.I.b.

Calcium

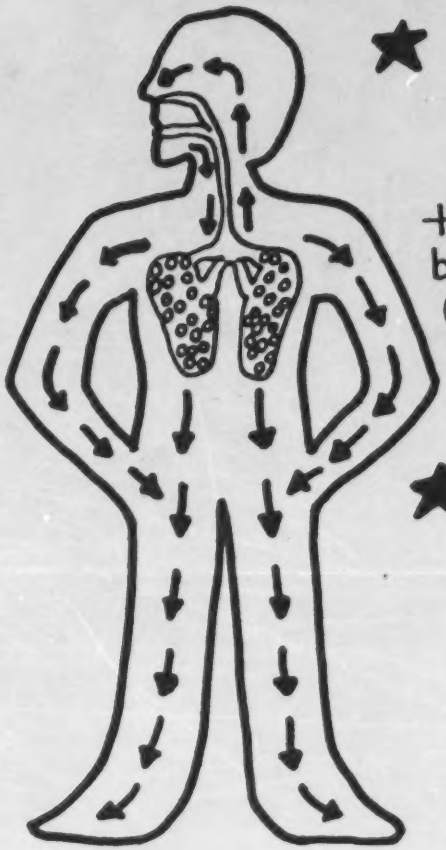
Builds and maintains bones and teeth.



Helps nerves and muscles function properly.

Helps blood to clot.

Iron



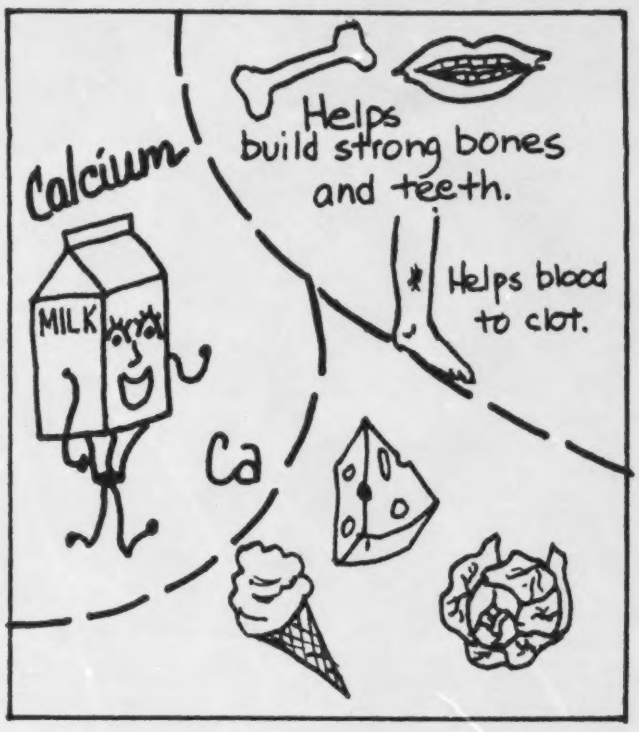
★ Is an essential part of HEMOGLOBIN- the red substance of blood which carries OXYGEN from the lungs to all body tissues.

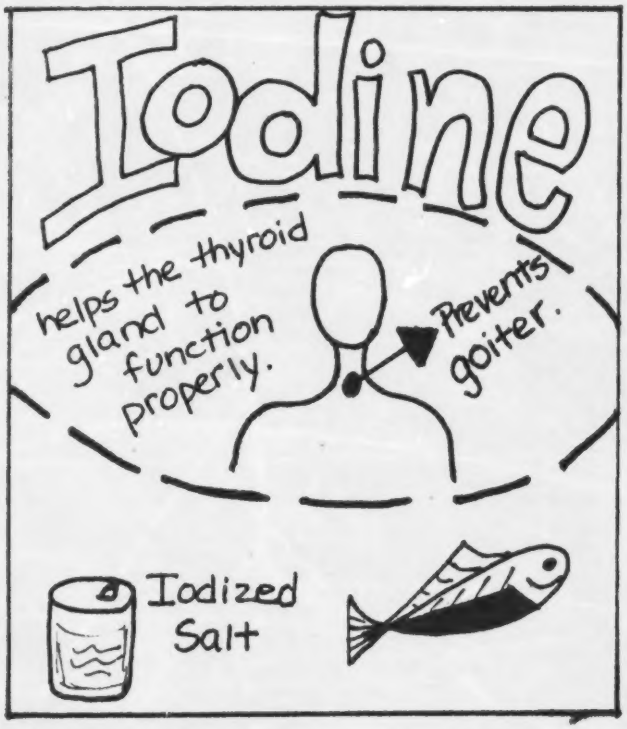
★ Helps body cells release energy from food.

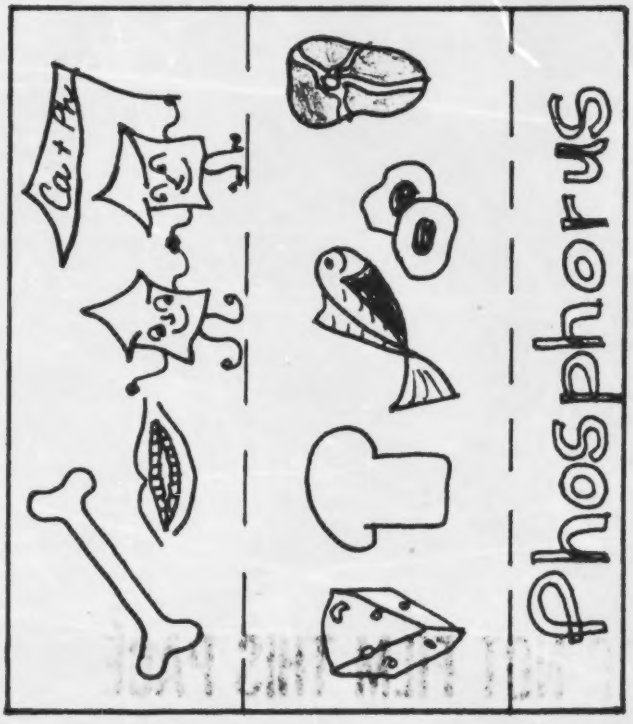
C.-II.

MINERALS:

Cut out along dotted lines
Mix up the pieces. Reassemble.





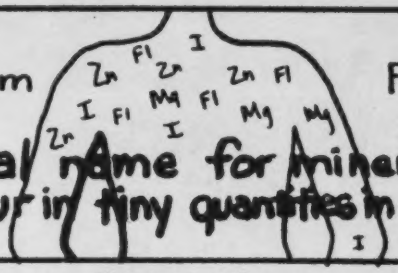


Mineral Flashcard FRONT | FOLD - 36 - Page 1 C.-IIIa.

I help blood to clot.

Calcium

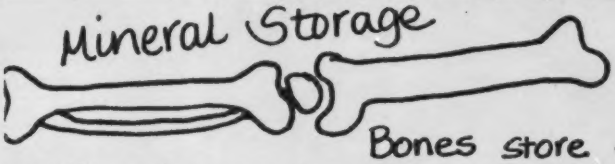
Iodine
Magnesium
Zinc
Fluorine



General name for minerals that occur in tiny quantities in the body.

Trace Minerals

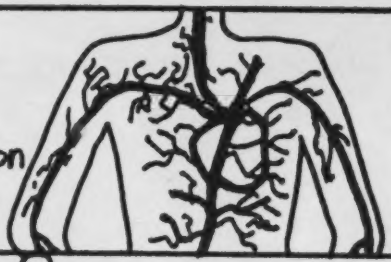
Mineral Storage



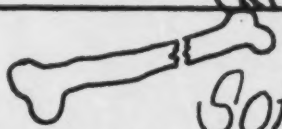
Bones store extra supplies of two minerals: ____ and ____.

Calcium
Phosphorus

Helps heart, nerves, and muscles function properly.



Calcium



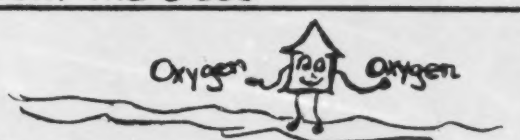
Soft bones indicate a lack of ____.

Calcium

A team:

Maintains water balance in the body.
Helps cells absorb nutrients from the blood.

Chlorine, Potassium
Sodium



I carry oxygen in the blood.

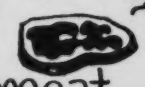
Iron

Tired people may lack ___.

Iron

Found in these foods:

eggs



meat

dark green leafy vegetables

Iron

Found in these foods:

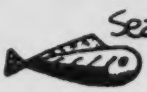
Milk

Cheese

Dark Green Leafy Vegetables

Calcium

Found in these foods:



Seafood

Enriched Salt

Iodine

Found!!! ___ and ___ in

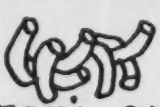
Chili Beans.

Iron and Calcium

Found in CHEESE AND MEAT PIZZA!

Iron and Calcium

Found in Macaroni and Cheese!



Calcium

C.-IV.

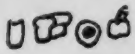
Minerals in the Body

MINERALS ARE NEEDED NU__ IENTS

OF THE ___Y. I____ IS A PART

OF ____OGLOBIN, THE __YGEN-

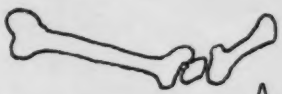
CARRYING SUBSTANCE IN BLOOD. I____



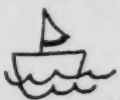
HELPS ME USE ENERGY FROM ___D.

4

CAL__UM AND PHOS____US KEEPS



MY B_____ AND T_____ STRONG.



BESIDES, CAL__UM HELPS BLOOD CLOT.

&

_ODINE HELPS THE THYROID GL___

TO FUNCTION.

OBJECTIVE D: VITAMINS

TEACHER GUIDE FOR ACTIVITIES IN THE LEARNING CENTER

(3-5 STUDENTS)

I. "We're the Vitamin Family" Booklet

A. Identification: This booklet is a visual resource for presenting facts about vitamins.

B. Preparation: Fold both papers in half crosswise. To make a booklet, insert the middle page (beginning with Vitamin B) into cover page. (DUPLICATION: Xerox as two, two-sided copies. 1 copy per student in the learning center.)

II. "Vitamins" Puzzles

A. Identification: For this exercise, students will assemble the individual pieces into circles which will identify sources and functions of Vitamins A, B, C, D, E, and K.

B. Preparation: The puzzles should be cut along the dotted lines and all 18 pieces placed in a marked envelope. The teacher may want to include the students in the preparation of this exercise. (DUPLICATION: 2 copies to provide 2 sets per learning center.)

III. "Search for Us"

A. Identification: The students will find their way through the maze to each hidden vitamin, recording the messages that lead them there.

B. Preparation: The students may be asked to use their own paper for recording answers. (DUPLICATION: 2 copies to provide 2 sets per learning center.)

C. Answers:

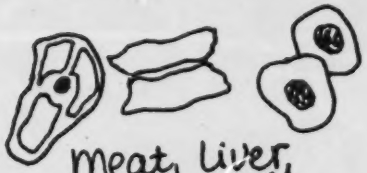
1. Vitamin A - Choose:
   a. SMOOTH SKIN
   b. EYESIGHT FOR DIM LIGHT
   c. AN AID TO GROWTH
2. Vitamin B - Choose:
   a. AN AID TO DIGESTION
   b. HELPERS TO PRODUCE ENERGY
   c. THIAMINE
   d. NIACINE
   e. RIBOFLAVIN
   f. AN AID TO NERVOUS SYSTEM
3. Vitamin C - Choose:
   a. HEALTHIER MOUTH AND GUMS
   b. SKIN REPAIR
   c. A HELPER TO GROWING BODIES
4. Vitamin D - Choose:
   a. STRONG BONES AND TEETH
   b. MILK ENRICHED WITH VITAMIN D
   c. SUNSHINE
5. Vitamin E - Choose:
   a. SMOOTH SKIN
   b. CONTRIBUTE TO GOOD GROWTH
6. Vitamin D - Choose:
   a. AN AID TO BLOOD CLOTTING

Vitamin Rich Foods:
Vitamin Power

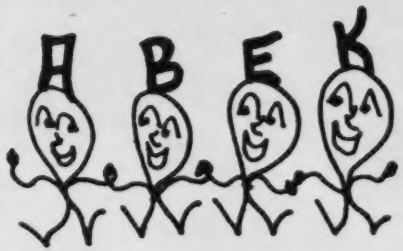
Green leafy vegetables

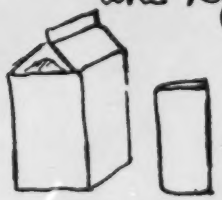
Yellow Fruits and Vegetables

Seeds, Wholegrains and Cereals



Meat, Liver, and Eggs



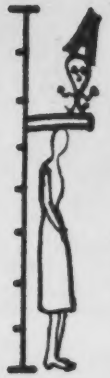


Milk

We're the Vitamin Family

watch us.

D.E.a.

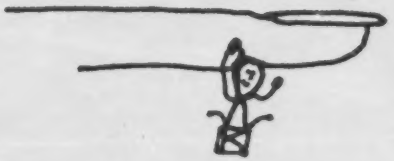


I'm an aid to growing to a fine height.

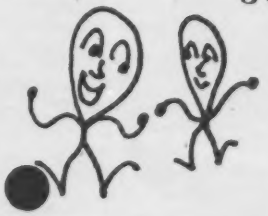
I help your eyes to see in dim light.

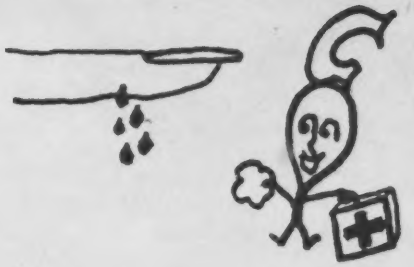
I help your skin to be smooth, that's right!

Vitamin K stops bleeding by clotting the blood.



Nutrition scientists continue to search for more information about these vitamins and others.





If your skin should happen to tear,
Vitamin C will help repair!

Mouth and gums are healthier too...
If Vitamin C is a friend to you.

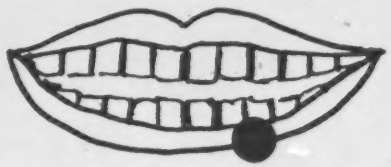
Bodies that are growing
UP and Stong
need Vitamin C
to help them along.

D.-I.C.

Vitamin D
from sunshine

and also
from drinking
enriched milk

helps build strong
bones and
teeth.

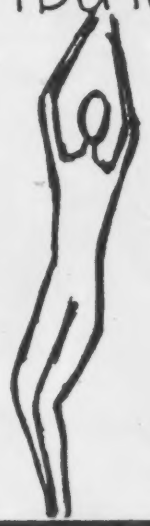


Vitamins work together as a team. For example,

Vitamin **E** works with Vitamin **A**

to give you smooth skin.

Vitamin **E** also contributes to your normal growth.



D.-I.d.

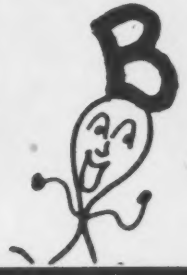
There are many of us in this family:

NIACIN, THIAMINE, RIBOFLAVIN, and others, too!

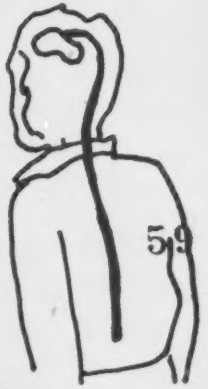
Together we do great things for you, like-

② Aid your DIGESTION readily.

③ Helping your body to produce ENERGY!



① Helping your NERVOUS SYSTEM

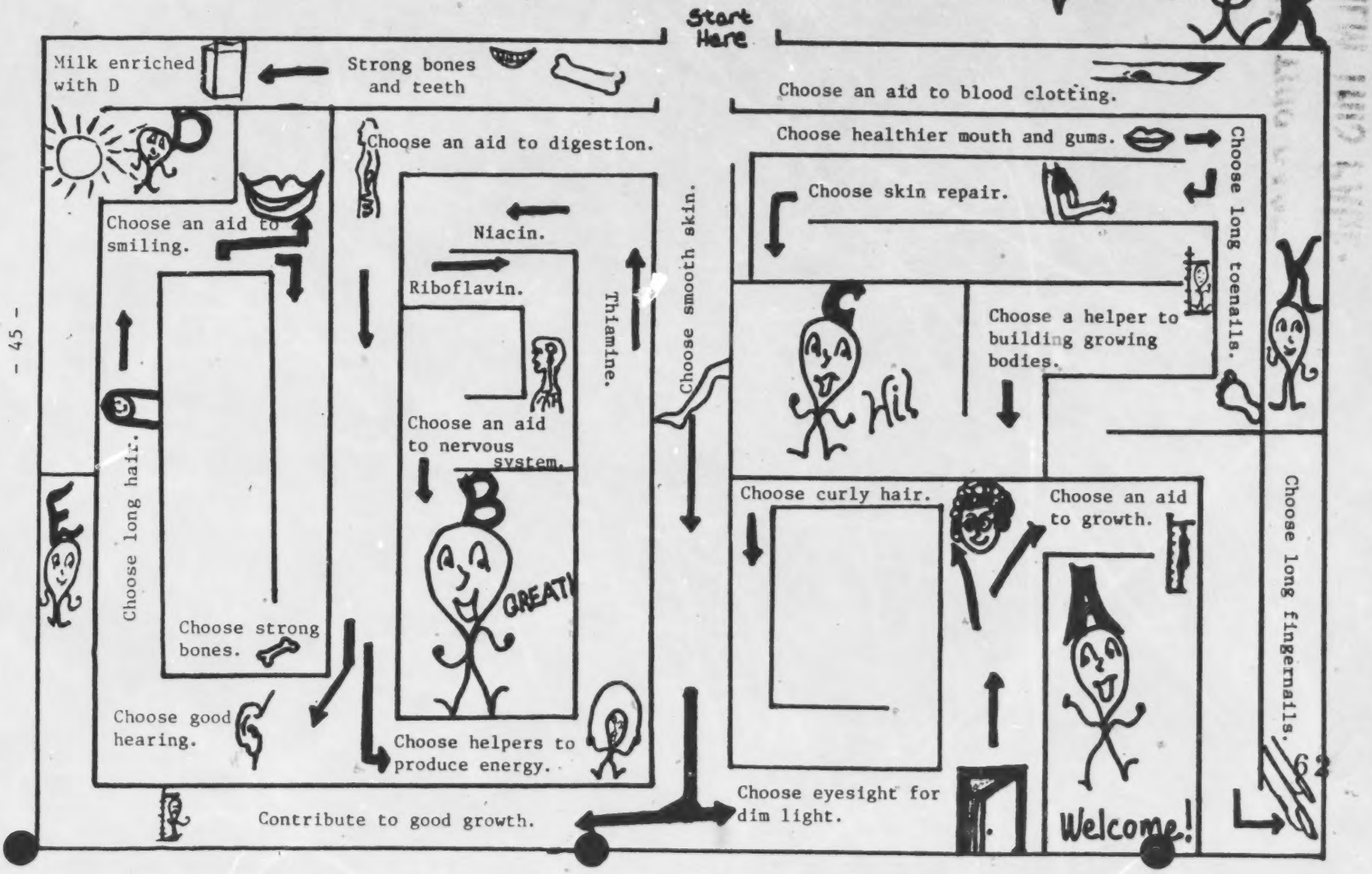


to function properly.

VITAMINS: Cut out. Mix up the pieces. Set together again.

Search for us

Vitamins



OBJECTIVE E: FATS

TEACHER GUIDE FOR ACTIVITIES IN THE LEARNING CENTER
(3-5 STUDENTS)

I. "Fat: A Nutrient in Food" Booklet

A. Identification: This booklet is a visual resource for presenting facts about fats.

B. Preparation: Fold the paper in half crosswise to make a booklet. (DUPLICATION: Xerox as a two-sided copy. 1 copy per student in the learning center.)

II. "Pick a Petal"

A. Identification: For this exercise, students will read each "fat fact" and select the appropriate petal (A. You need fats, or B. You need fats, but not too many).

B. Preparation: (DUPLICATION: 1 copy per student in the learning center.)

C. Answers:

1.	A	3.	A	5.	A	7.	A
2.	B	4.	B	6.	B		

III. "Fat Fact Game" and "The Fat Fact Game...Spin and Count Game"

A. Identification: In this exercise, the students will spin the spinner arrow and move a marker the appropriate number of spaces on the board. The learning objective of this exercise is for students to identify varying fat contents of foods as they move their markers toward "G. WINNER". Each will keep score of spaces moved each time he/she spins the wheel. The first student or team reaching "G. WINNER" is the winner. This exercise may be completed individually or in small groups.

B. Preparation: An arrow spinner, which may be made from tag board, should be attached with a paper fastener to the center of the wheel. It may be desirable to mount the game board on a piece of tag board for durability and support. (DUPLICATION: 2 copies of each page to provide 2 sets per learning center.)

IV. "Hidden Words"

A. Identification: In this exercise, identify the answers to the questions which are "hidden" within the set of letters below each question.

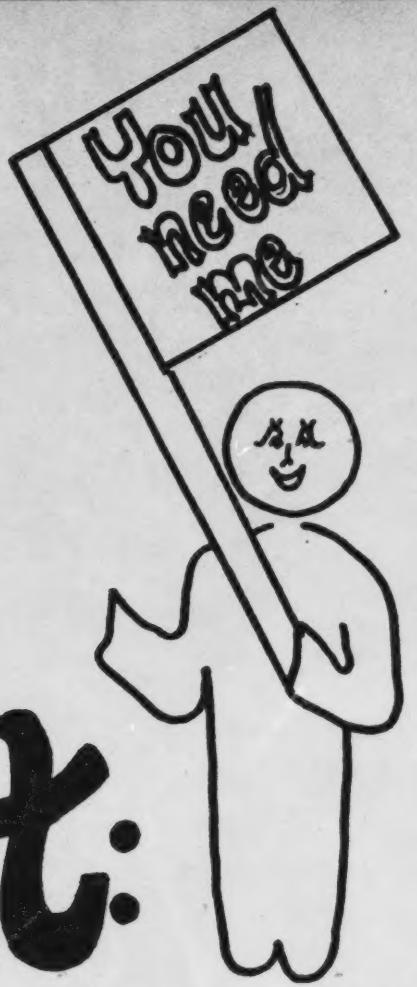
B. Preparation: This exercise is to be used with a textbook or resource of the teacher's preference. The students may be asked to use their own paper for recording answers. (DUPLICATION: 2 copies of each page to provide 2 sets per learning center.)

DO NOT REMOVE THIS PAGE

FOOD AND YOU

Fats carry the fat-soluble vitamins

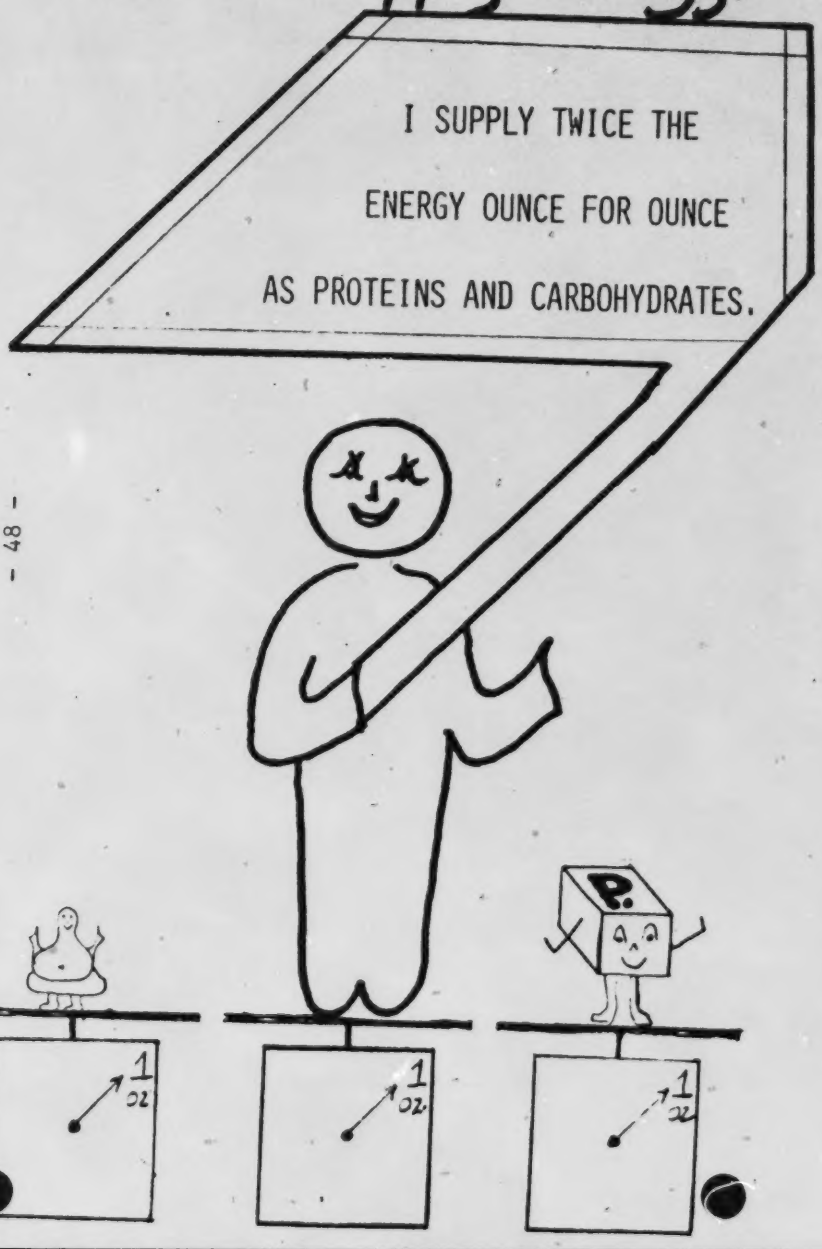
to where the body needs them.



Fat:

a nutrient in food.

Fats – supply energy.

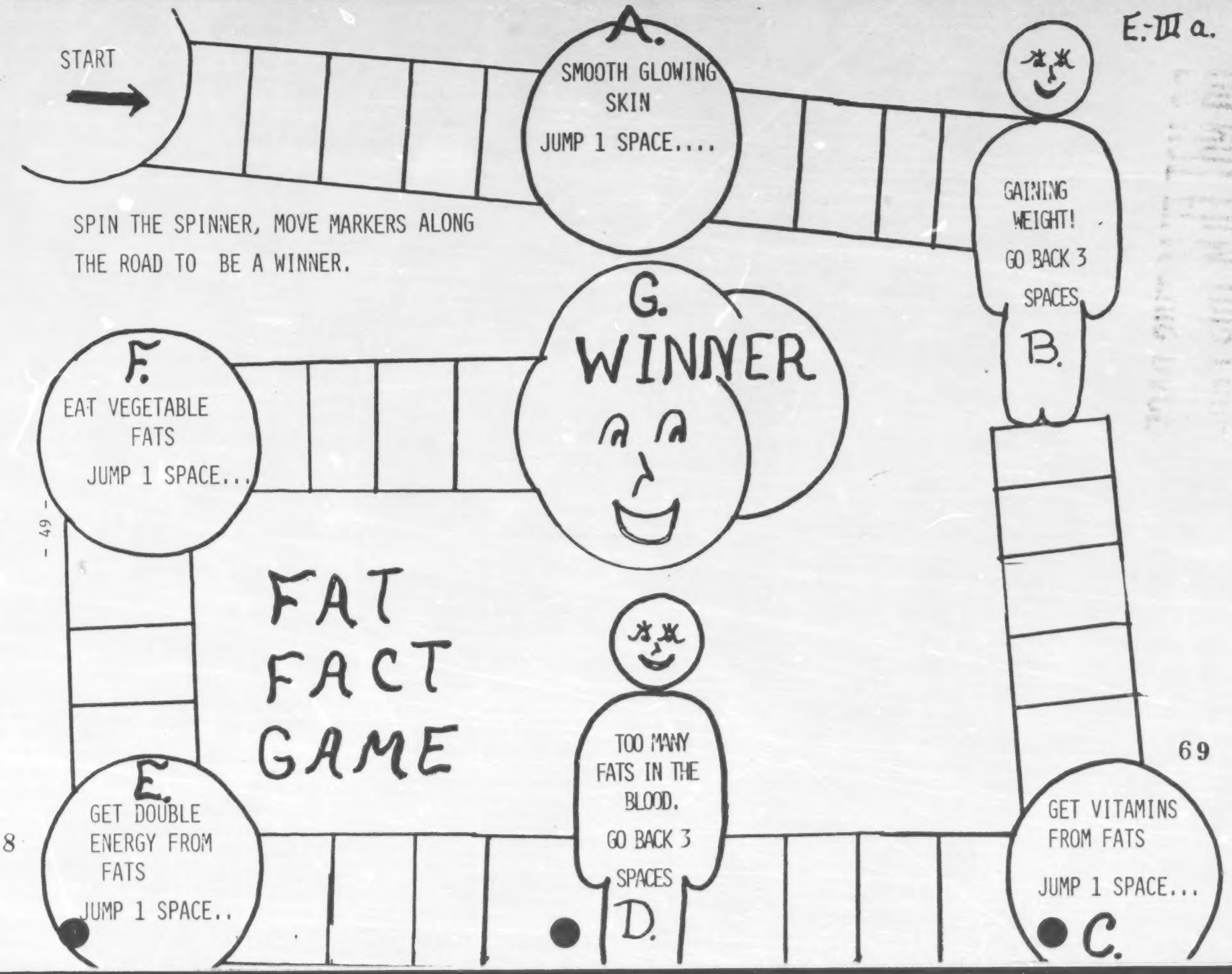


Fats –

supply

Fatty Acids

for normal growth and skin care.

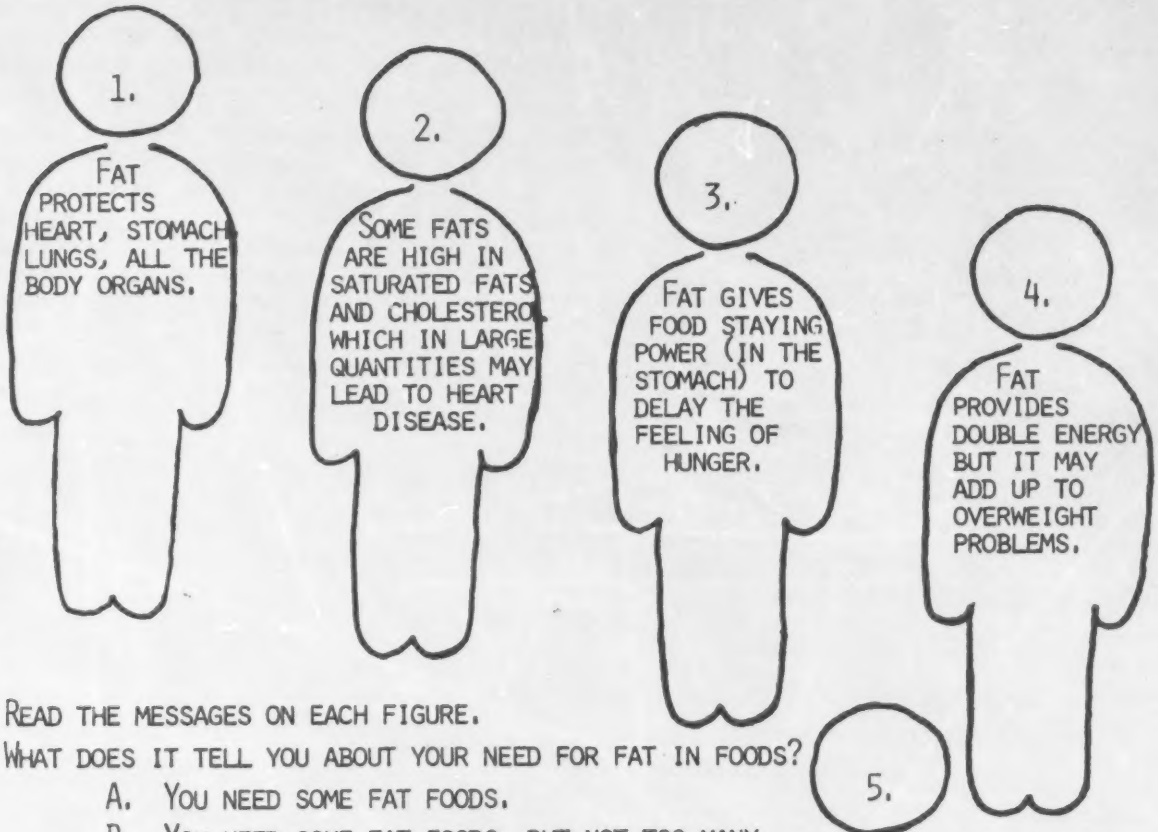

START
A.
SMOOTH GLOWING SKIN
JUMP 1 SPACE....
GAINING WEIGHT!
GO BACK 3 SPACES
B.
SPIN THE SPINNER, MOVE MARKERS ALONG THE ROAD TO BE A WINNER.
G.
WINNER
F.
EAT VEGETABLE FATS
JUMP 1 SPACE...
FAT FACT GAME
TOO MANY FATS IN THE BLOOD.
GO BACK 3 SPACES
D.
E.
GET DOUBLE ENERGY FROM FATS
JUMP 1 SPACE..
GET VITAMINS FROM FATS
JUMP 1 SPACE...
C.

E.-III 6.

THE FAT FACT GAME...SPIN AND COUNT GAME

ATTACH A SPINNER TO CENTER OF CIRCLE.

YOUR NEED FOR FATS IN FOODS


1.
FAT PROTECTS HEART, STOMACH, LUNGS, ALL THE BODY ORGANS.
2.
SOME FATS ARE HIGH IN SATURATED FATS AND CHOLESTEROL WHICH IN LARGE QUANTITIES MAY LEAD TO HEART DISEASE.
3.
FAT GIVES FOOD STAYING POWER (IN THE STOMACH) TO DELAY THE FEELING OF HUNGER.
4.
FAT PROVIDES DOUBLE ENERGY BUT IT MAY ADD UP TO OVERWEIGHT PROBLEMS.

READ THE MESSAGES ON EACH FIGURE.

WHAT DOES IT TELL YOU ABOUT YOUR NEED FOR FAT IN FOODS?

A. YOU NEED SOME FAT FOODS.

B. YOU NEED SOME FAT FOODS, BUT NOT TOO MANY.

(Write in A or B on each head.)

5.
FATS ARE MADE UP OF FATTY ACIDS WHICH ARE NEEDED FOR GROWTH AND GLOWING SKIN.
6.
HEALTH PROBLEMS MAY DEVELOP WHEN WE GAIN EXTRA POUNDS.
7.
FATS CARRY FAT-SOLUABLE VITAMINS: A, D, E, AND K; AND ARE OFTEN CONTAINED IN THE SAME FOODS.

Although no RDA has been established for fats, the Food and Nutrition Board recommends that about 35 percent of the calories of the average diet should come from fat.

(see resource #____)

E.-IV.

HIDDEN WORDS

HIDDEN FAT FACTS

READ PAGES _____ IN YOUR RESOURCE BOOK FOR BACKGROUND.

1. FATS THAT ARE EASILY RECOGNIZED SUCH AS IN BUTTER, MARGARINE, SALAD OIL, AND FAT LAYERS IN MEAT ARE:

   DCGLVISIBLEOMCYER

2. FATS THAT ARE A NATURAL PART OF FOODS, BUT CANNOT BE SEEN IN EGG YOLKS, MEAT, FISH, POULTRY, BACKED PRODUCTS, AVOCADOS AND MILK ARE:

   KCMJBAWINVISIBLEX

3. _____ INSULATES OUR BODIES FROM COLD AND FROM SHOCK OF CHANGES IN TEMPERATURE IN THE ENVIRONMENT.

   JVMODSLFATPEVKKER

4. FAT FILLS OUR THE BODY GIVING IT _____.

   ACKUOTFSHAPEWJIVS

5. ANIMAL FATS CONTAIN MORE OF THE FAT-LIKE SUBSTANCE _____, WHICH MAY CAUSE BLOOD VESSELS TO BECOME NARROWER THROUGH A BUILD-UP OF FAT DEPOSITS.

   ABCHOLESTEROLJTAR

6. _____ FATS DO NOT CONTAIN CHOLESTEROL WHICH MAY BUILD-UP FAT DEPOSITS IN THE BLOOD VESSELS.

   ZOMVEGETABLEYNOOD

7. _____ OIL IS AN EXCEPTION AMONG THE VEGETABLE FATS AND MAY CAUSE FATS TO DEPOSIT IN THE BLOOD VESSELS.

   LDCAJOOBCOCONUTBO

8. FAT DEFICIENCIES ARE RARE IN THIS COUNTRY. DEFICIENCIES DO CAUSE SOME SKIN _____.

   HCVWHOIRITATIONSD

OBJECTIVE F: PROTEIN

TEACHER GUIDE FOR ACTIVITIES IN THE LEARNING CENTER (3-5 STUDENTS)

I. "You Need Protein" Booklet

A. Identification: This booklet is a visual resource for presenting facts about protein, and should be used in completing the "Protein Trail".

B. Preparation: Fold the paper in half crosswise to make a booklet. (DUPLICATION: Xerox as a two-sided copy. 1 copy per student in the learning center.)

II. "Protein Trail"

A. Identification: The students will find their way along the trail and choose the sketch that best matches the stated function of proteins in the body.

B. Preparation. The students may be asked to use their own paper for recording answers. (DUPLICATION: 2 copies to provide 2 sets per learning center.)

C. Answers:
1. E 2. A 3. B 4. C 5. D

III. "Build a Strong Body I and II"

A. Identification: In this exercise, the student will select the protein foods from "Build a Strong BodyII" which are defined by rectangular shapes. These foods should be entered in the nine available rectangular shapes on "Build a Strong Body I". When completed, "Build a Strong Body I" will show the foods which provide building blocks for the body.

B. Preparation: With scissors, cut along the lines of each sketch of food on "Build a Strong Body II". Pieces should then be placed in a marked envelop. The teacher may want to include the students in the preparation of this exercise. (DUPLICATION: 2 copies of each page to provide 2 sets per learning center.)

IV. "Stretch Your Chain of Protein Facts" and "Chain of Answers to Protein Facts'

A. Identification: For this exercise, students will match the numbered question links from "Stretch Your Chain of Protein Facts" with the best response(s) from "Chain of Answers to Protein Facts".

B. Preparation: This exercise is to be used with a textbook or resource of the teacher's preference. The students may be asked to use their own paper for recording answers. (DUPLICATION: 2 copies of each page to provide 2 sets per learning center.)

C. Answers:

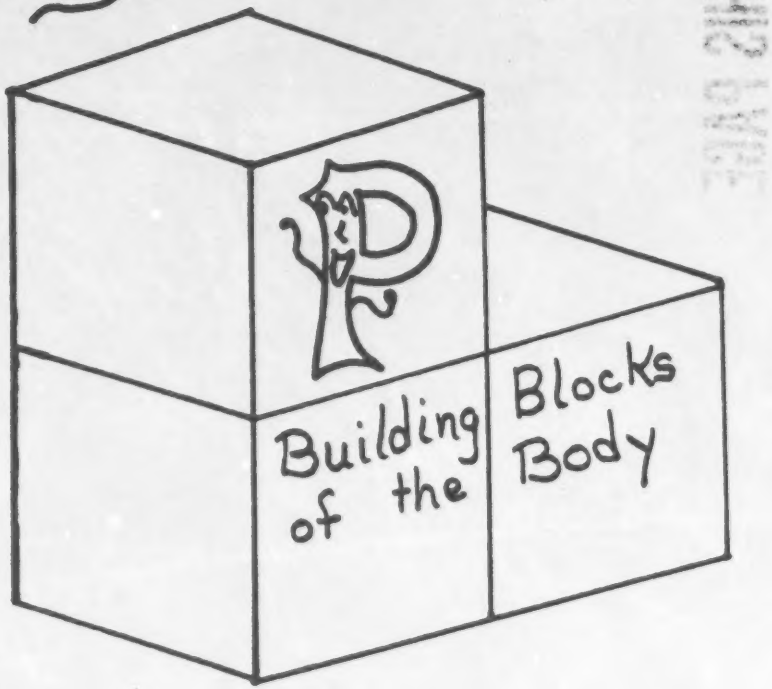
1. F	2. E	3. H	4. N	5. A & I	6. G	7. M
8. K	9. B	10. J	11. D	12. L	13. C	

DO NOT RUN THIS PAGE

Protein supplies ENERGY when other energy sources are missing.

74

You Need



Protein

75

Protein

76

repairs body cells.

Helps make antibodies to fight disease.

77

Helps build enzymes, hormones, and body fluid.

Protein Trail

Start here

TRY THIS TRAIL!!!
CHOOSE THE LETTER THAT BEST MATCHES THE REASON THE BODY NEEDS PROTEIN.

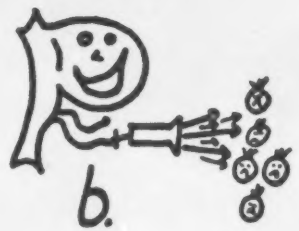
1. I AM A BUILDING BLOCK. _____

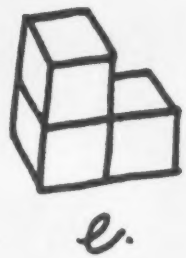
2. I SUPPLY ENERGY. _____

3. I MAKE ANTIBODIES TO FIGHT DISEASE. _____

4. I REPAIR BODY CELLS. _____

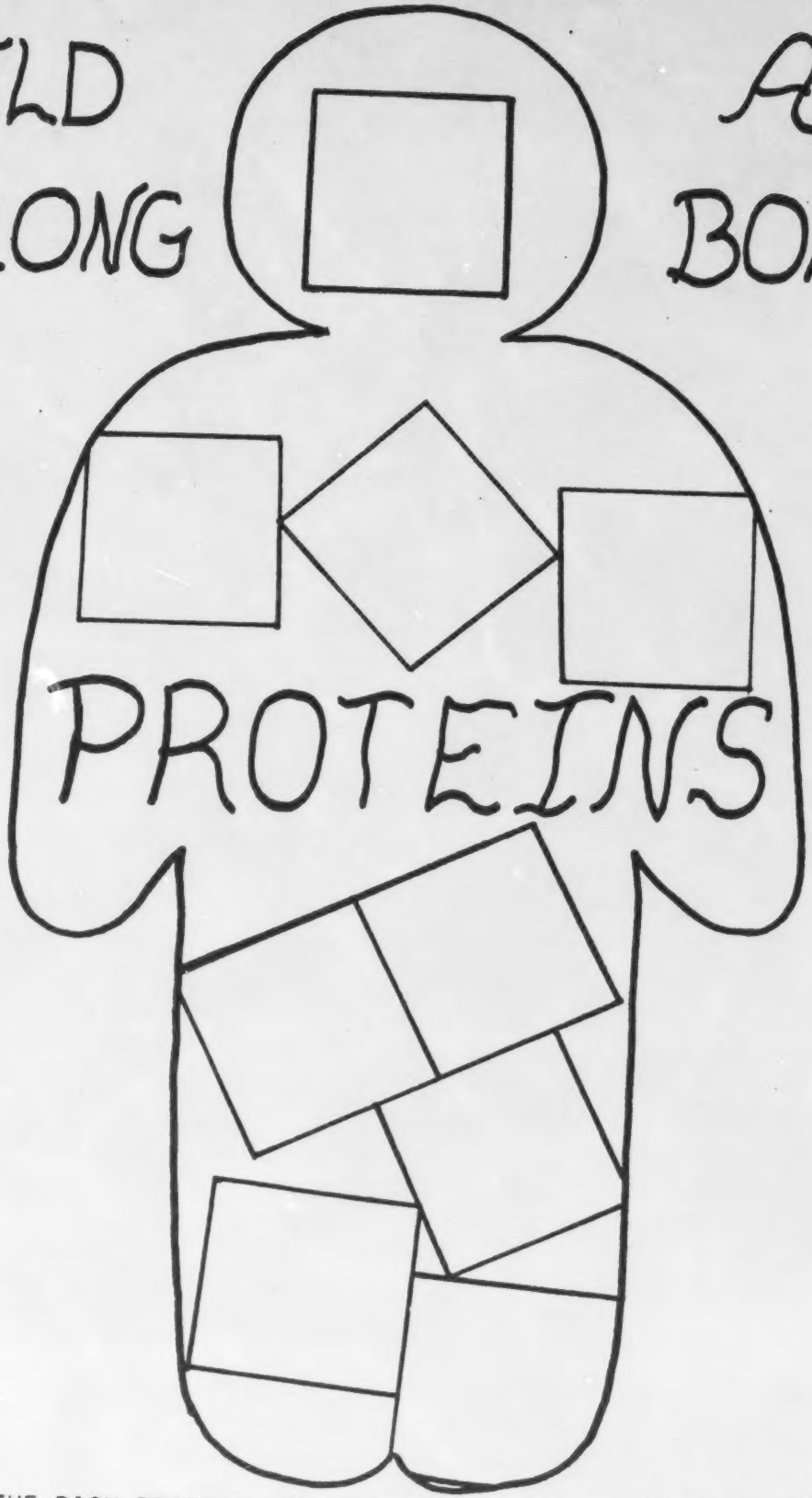
5. I BUILD BODY FLUIDS LIKE ENZYMES AND HORMONES. _____





F-III.a.

BUILD A STRONG BODY. (I.)

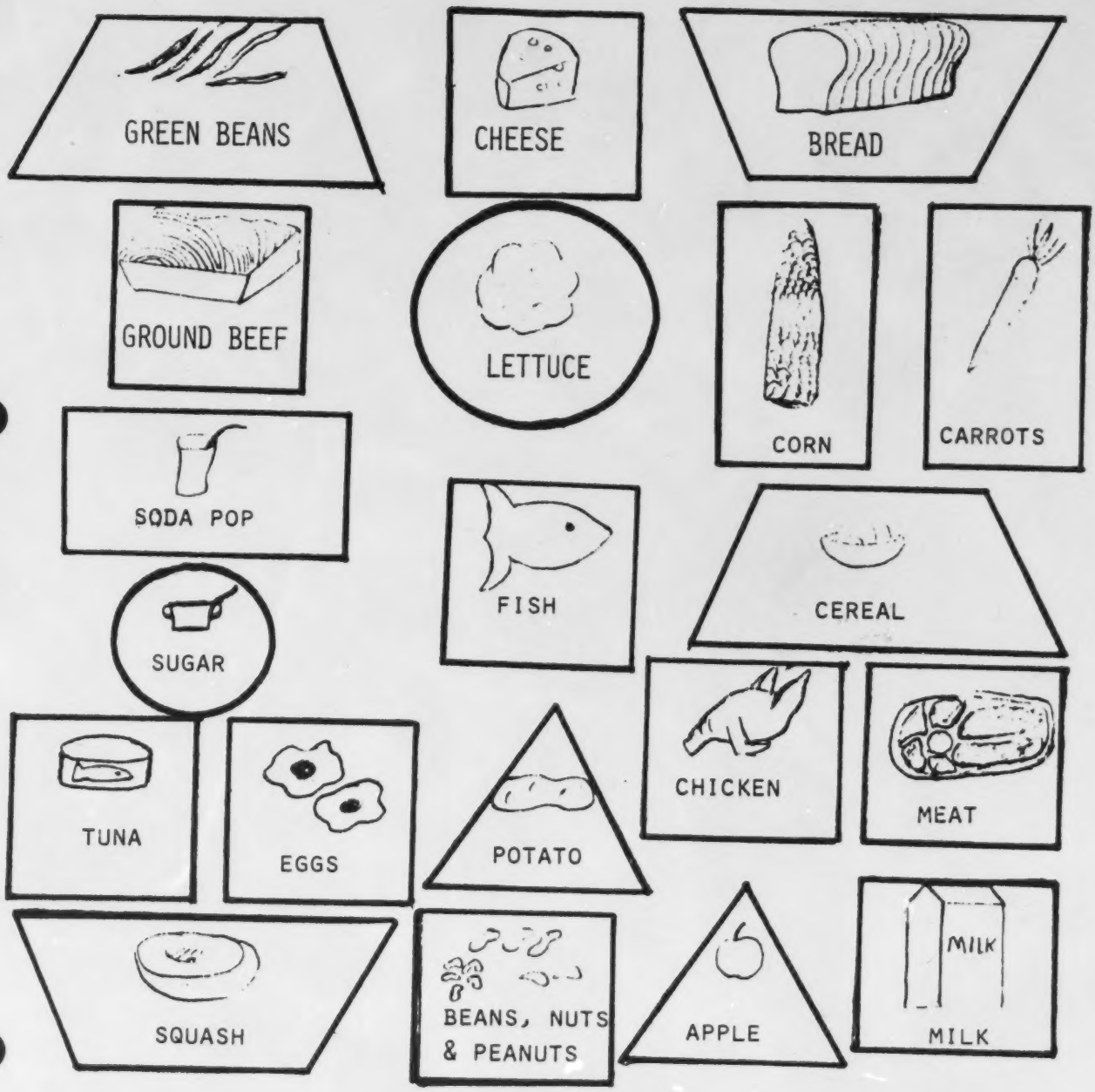


MATCH THE RICH PROTEIN FOOD SOURCES TO THE BUILDING BLOCKS IN THE BODY TO BUILD A STRONG BODY.

F.-III.b.

BUILD A STRONG BODY(II)

MATCH THE RICH PROTEIN FOOD SOURCES TO THE BUILDING BLOCKS IN THE BODY TO BUILD A STRONG BODY.



S-t-r-e-t-c-h your Chain of **Protein Facts**

MATCH THESE NUMBERED QUESTION LINKS TO THE LETTERED ANSWER LINKS FOUND ON "CHAIN OF ANSWERS TO PROTEIN FACTS". READ PAGES _____ IN YOUR TEXTBOOK FOR REFERENCE.

1. THE BUILDING BLOCKS OF PROTEINS ARE CALLED _____.

2. PROTEINS TEAM UP WITH IRON TO BUILD _____ IN THE BLOOD.

3. WHAT ARE ESSENTIAL AMINO ACIDS?

4. WHAT ARE HIGH QUALITY PROTEINS?

5. (2 answers) IN WHAT FOODS ARE HIGH-QUALITY OR COMPLETE PROTEINS FOUND?

6. IN WHAT FOODS ARE LOW-QUALITY OR INCOMPLETE PROTEINS FOUND?

7. WHY DO CHILDREN AND PREGNANT WOMEN NEED MORE PROTEIN?

8. HOW CAN PROTEIN SHORTAGES BE AVOIDED BY VEGETARIANS?

9. WHAT ARE SOME OF THE EFFECTS OF PROTEIN DEFICIENCY?

10. HOW DO PROTEINS AID THE BODY IN FIGHTING DISEASE?

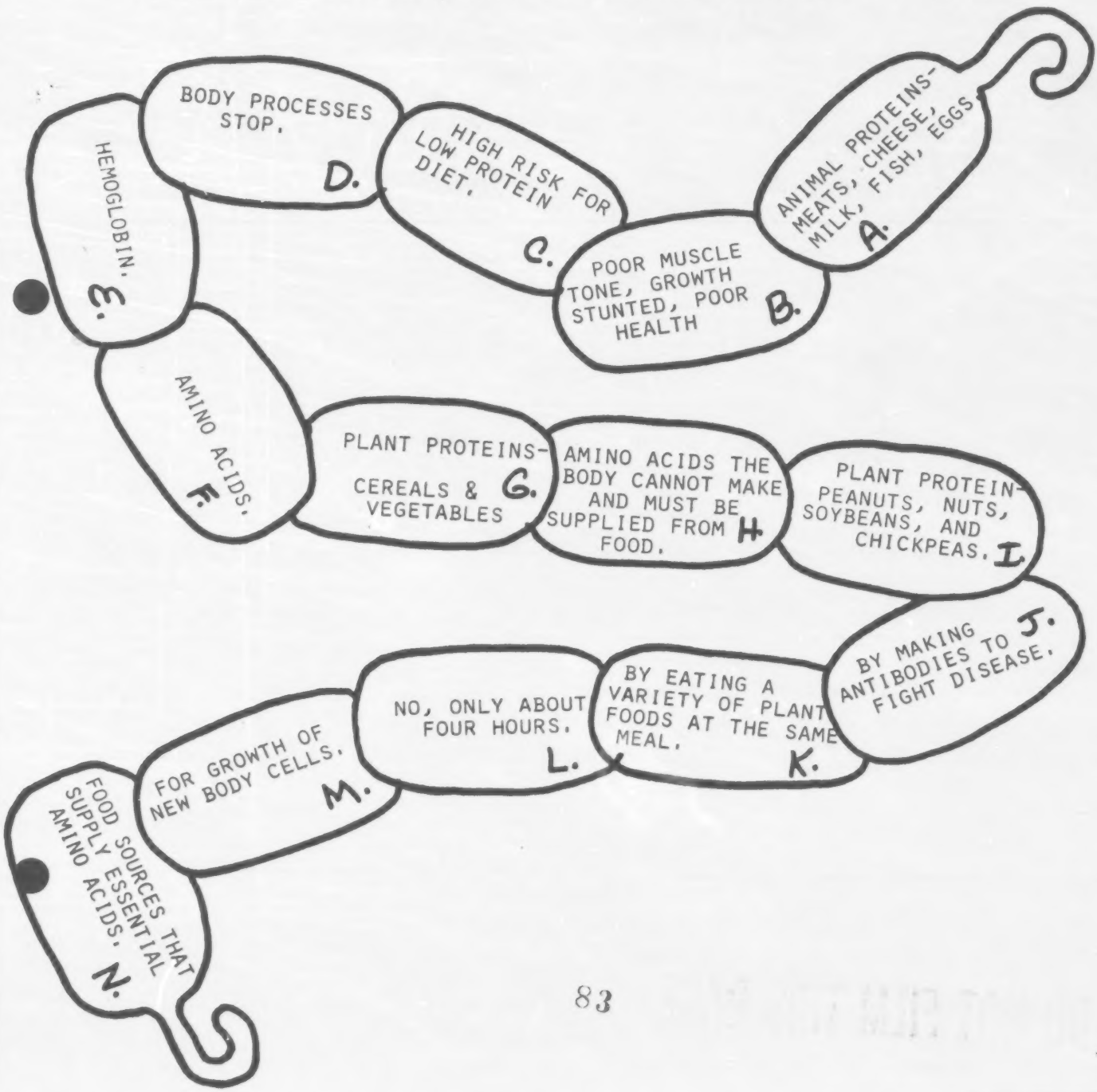
11. WHAT HAPPENS IN THE BODY WHEN ENZYMES ARE NO LONGER MADE?

12. CAN AMINO ACIDS BE STORED IN THE BODY?

13. WHAT IS A DANGER OF SNACKING ALL DAY AND SKIPPING MEALS?

Chain of Answers to **Protein Facts**

MATCH THESE LETTERED ANSWER LINKS TO THE NUMBERED QUESTION LINKS.


ANIMAL PROTEINS- MEATS, CHEESE, MILK, FISH, EGGS A.
POOR MUSCLE TONE, GROWTH STUNTED, POOR HEALTH B.
HIGH RISK FOR LOW PROTEIN DIET. C.
BODY PROCESSES STOP. D.
HEMOGLOBIN. E.
AMINO ACIDS. F.
PLANT PROTEINS- CEREALS & VEGETABLES G.
AMINO ACIDS THE BODY CANNOT MAKE AND MUST BE SUPPLIED FROM FOOD. H.
PLANT PROTEIN- PEANUTS, NUTS, SOYBEANS, AND CHICKPEAS. I.
BY MAKING ANTIBODIES TO FIGHT DISEASE. J.
BY EATING A VARIETY OF PLANT FOODS AT THE SAME MEAL. K.
NO, ONLY ABOUT FOUR HOURS. L.
FOR GROWTH OF NEW BODY CELLS. M.
FOOD SOURCES THAT SUPPLY ESSENTIAL AMINO ACIDS. N.

RESOURCE MATERIALS

UNIT B. ENHANCING THE SELF-IMAGE[1]

Section

I. Objectives

A. Personal Care (Canary)

B. Consideration of Others (Green)

C. Lasting Impressions (Salmon)

II. Conceptual Framework

III. Evaluation

Making the Most of My Personal Appearance

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[1]Duplication: To facilitate the duplication of the exercises in the local school, the exercises in this handbook were duplicated on one side of a sheet of white paper. For some materials, duplication on both sides of the sheet is recommended in the instructions for teachers. As a means of highlighting the organization of the materials to be used as well as stimulating interest in participation, the duplication of the exercise materials on colored paper is suggested, for example: Personal Care, canary; Consideration of Others, green; and Lasting Impressions, salmon.

LEARNING CENTER ACTIVITIES OBJECTIVES

Theme: Enhancing the Self-Image:

Personal Care

Consideration of Others

Lasting Impressions

OBJECTIVE A: PERSONAL CARE

A_1 The student will be better able to apply methods of hair care to improvement of personal appearance.

A_2 The student will be better able to apply methods of clothing selection and care to improvement of personal appearance.

A_3 The student will be better able to apply procedures of body cleanliness.

A_4 The student will be better able to evaluate personal posture.

A_5 The student will be better able to apply principles of planning an adequate and varied diet to improve personal well-being and appearance.

OBJECTIVE B: CONSIDERATION OF OTHERS

B_1 The student will be better able to apply procedures of making introductions.

B_2 The student will be better able to analyze the influence of attitudes in maintaining friendships.

B_3 The student will be better able to apply procedures of courtesy with telephoning.

B_4 The student will be better able to analyze the role of manners in contributing to relaxed social interaction.

OBJECTIVE C: LASTING IMPRESSIONS

C_1 The student will be better able to analyze self-image portrayed through personal care and consideration of others.

Theme: ENHANCING THE SELF-IMAGE:

Personal Care

Consideration of Others

Lasting Impressions

Conceptual Framework[1]

FAMILY LIFE

1.0 Self-understanding as a basis of family living

- 1.1 Relationship of self-understanding to successful family living
- 1.3 Areas in which self-understanding are needed
- 1.36 Self-concept
- 2.1 Relationship of human development to development of interpersonal relationships
- 2.2 Interpersonal relationships

7.0 Families with teenagers

- 7.11 Implications of developmental tasks of teenagers
- 7.14 Establishing new relationships or adjusting relationships
- 7.2 Rewards for families and teenagers

TEXTILES AND CLOTHING

3.0 Clothing behavior

- 3.2 Influences on clothing behavior and use
- 3.22 Personality and self-concept
- 3.23 Family and peer influences
- 3.25 Life style influences
- 3.27 Grooming influences

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[1]Adapted from:
Anderson, Edna Page, Program Planning in Home Economics in Minnesota. Saint Paul, Minnesota: Vocational Technical Division, State Department of Education and Division of Home Economics Education, Department of Vocational and Technical Education, University of Minnesota, 1978. pp. 30, 32, 42.

THEME: ENHANCING THE SELF-IMAGE: PERSONAL CARE

TEACHER GUIDE FOR ACTIVITIES IN THE LEARNING CENTER (3-5 STUDENTS)

I. ACTIVITY CARD #1 -- PERSONAL CARE "HAIR CARE BECOMES YOU"

A. An activity card which directs a student in the learning center to present a 5-minute demonstration on hair care.

A hair stylist or beautician may be invited to demonstrate the methods and the use of products for hair care. Pamphlets entitled HAIR CARE (HS 19) and HAIR STYLING (HS 20) are available from the University of Minnesota, Agriculture Extension Service.

B. Materials needed for the demonstration include: brushes, combs, hair-cutting scissors, shampoo, and other hair care products (request samples from local dealers of these products). Resource materials on hair care and styling may enrich the content of the demonstration.

II. ACTIVITY CARD #2 -- PERSONAL CARE "CLOTHING SPEAKS FOR YOU"

A. An activity card which directs a student in the learning center to present a 5-minute demonstration on clothing selection and care.

B. Materials needed for the demonstration include: a variety of clothing (for illustrating methods of caring for garments), laundry products, stain removal products, shoe brushes and polishing products. Resource materials on clothing selection and care may enrich the content of the demonstration.

III. ACTIVITY CARD #3 -- PERSONAL CARE "CAREFREE AND CLEAN"

A. An activity card which directs a student in the learning center to present a 5-minute demonstration on body cleanliness.

B. Materials needed for the demonstration include: tooth brushes, toiletry products, skin care products, astringents, towel, manicure instruments, etc. Resource materials on skin care and body cleanliness may enrich the content of the demonstration.

IV. ACTIVITY CARD #4 -- PERSONAL CARE "WALK TALLER EVERY DAY"

A. An activity card which directs a student in the learning center to present a 5-minute demonstration on posture.

B. Materials needed for the demonstration include a six-foot long cord and illustrated resource materials on posture exercises. The physical education teacher may be invited to demonstrate the posture-building exercises.

V. ACTIVITY CARD #5 -- PERSONAL CARE "YOU ARE WHAT YOU EAT"

A. An activity card which directs a student in the learning center to present a 5-minute demonstration on planning a varied diet.

B. Materials needed for the demonstration include magazines illustrated with food pictures, calorie charts and height/weight charts. Resource materials on planning a varied diet or the nutrition learning center materials may be placed in the learning center to enrich the content of the demonstration.

VI. COORDINATION OF THE ACTIVITY CARDS WITHIN THE LEARNING CENTER:

Students may be assigned an activity card or they may select an activity card whichever system is suitable in your classroom.

After a 15- to 20-minute preparation period, each student will present his/her demonstration to the other students in the learning center.

VII. SELF EVALUATION SHEET "MAKING THE MOST OF MY PERSONAL APPEARANCE"

A. This self-evaluation device is completed at the termination of the demonstrations. Students are encouraged to identify goals for self-improvement. There is the possibility of recording the student's goals on a poster list which can be marked regularly for progress toward the goals.

B. Preparation: Duplicate copies for each student who will be in the learning center.

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ACTIVITY CARD #1 - PERSONAL CARE

Demonstration: HAIR CARE BECOMES YOU

A group member will demonstrate hair care. You will have 15 minutes to prepare and 5 minutes to give your demonstration. Use additional resources in your classroom to prepare your demonstration.

1. Brushing your hair daily stimulates the natural oils in your scalp and removes broken hair shafts.
2. Your hair, like your skin, needs cleansing frequently. Lather the hair with shampoo, rinse, and lather and rinse once more. (Remember to use your finger tips on the scalp and avoid scratching the scalp with your fingernails.)
3. Use of a hair-cutting scissors prevents breaking of hair ends when trimming hair yourself.
4. Frequent combing keeps your hair looking its best all through the day.
5. Other pointers: Tints, dyes, and chemical permanents can weaken and dry hair shafts. Treatments to curl or straighten hair may be done professionally, especially if your hair is easily damaged. Sprays and lacquers also dry hair.

ACTIVITY CARD #2 - PERSONAL CARE

CLOTHING SPEAKS FOR YOU

A group member will demonstrate clothing selection and care. You will have 15 minutes to present your demonstration. Use additional resources in your classroom to prepare your demonstration.

1. Products are available to remove stains and stubborn spots in clothing.
2. Detergents are used after stains are treated and spots are removed. This prevents stains from becoming "set" by the detergent or by hot water.
3. Clean undergarments and socks or hose every day are a "must" for personal cleanliness.
4. Select clothing styles and colors that are flattering to you.
5. Clothing made of durable fabrics and machine washable is easily kept clean and attractive. Clothing requiring dry cleaning or special professional care has the disadvantage of increased costs of money and time.
6. Touch-up pressing enhances the garment's appearance. Pants may need a crease pressed in. Collars may need pressing to lie properly.
7. Shoes that are clean and/or shining add to your appearance. The use of suitable cleaning preparations enhances the appearance and wearing qualities of footwear. When shoes are purchased, be certain to inquire relative to materials used and recommendations for proper care.

ACTIVITY CARD #3 - PERSONAL CARE

Demonstration: CAREFREE AND CLEAN

A group member will demonstrate procedures of body cleanliness. You will have 15 minutes to prepare and 5 minutes to give your demonstration. Use additional resources in your classroom to prepare your demonstration.

1. Frequency of bathing, skin care, and use of deodorants depend on each individual.
   * * * level of physical and sports activities
   * * * type of skin, oily or dry
   * * * perspiration
   Showering or bathing the body daily is a "must" for good health and, therefore, good appearance. Cleanse the entire body with a lather of mild soap in soft water, and rinse well.

2. Regular complexion care is basic for acne control. Further help for skin problems may be sought through a skin specialist or dermatologist. Caution should be used in self-medication as it may lead to further skin irritations. Squeezing or picking skin eruptions may lead to infection and skin scarring.

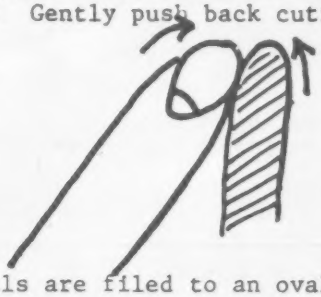
3. Cleansing of dry skin with cleansing cream or lubricating cream will leave the skin moist and prevent flaking. Hand lotion protects hands from becoming dry and cracked.

4. Oily skin is cleansed with soap and water twice a day. After cleansing, you may use an astringent like rubbing alcohol which helps further remove soil and oils from skin pores.

5. Always splash cold water on your face after washing. Cold water or an astringent will help to close pores and keep soil and oils out of them.

6. Brushing of teeth after eating prevents tooth decay and the build-up of plaque on the teeth. Keep your smile bright!

7. Care for your fingernails and toenails by keeping them clean, trimmed, and filed smoothly. Gently push back cuticle from nails once or twice a week.



Fingernails are filed to an oval shape, always filing toward the center.

Toe nails should be filed straight acrosss to prevent ingrown nails.

ACTIVITY CARD #4 - PERSONAL CARE

Demonstration: WALK TALLER EVERY DAY

A group member will demonstrate procedures for evaluating posture and exercises to improve posture. You will have 15 minutes to prepare and 5 minutes to give your demonstration. Use additional resources, i.e., Canadian Air Force Exercise Program, in your classroom to prepare your demonstration.

1. Standing and walking erect and gracefully contribute to your appearance.
   * * * Stand, sit, and walk tall at all times.
   * * * Keep the knees relaxed and flexible.
   * * * Draw in the abdomen, and keep the lower back tucked in, so as to flatten the front and the hollow of the back.
   * * * Hold the chest high, the head erect, and the chin in.
   * * * Let the arms hang loosely in a relaxed manner.

2. Hold a string with a weight tied to it (or a plumb line) at the ear of a student. Developing good posture brings into the line of the string these body parts: ear lobe, shoulder cap, hip bone, knee cap, and ankle bone.

3. Standing and sitting tall is healthful, aids digestion and affects your physical well-being.

(over)

ACTIVITY CARD #5 - PERSONAL CARE

Demonstration: YOU ARE WHAT YOU EAT

A group member will demonstrate several balanced meals to the group. You will have 15 minutes to prepare and 5 minutes to give your demonstration. Use additional resource in your classroom (as well as from the Nutrition Learning Center Materials), to prepare your demonstration.

1. Cut out pictures of foods from magazines and place them on plates to demonstrate good menus for an adequate and varied diet.

2. Calories from an entire day should range from 2,200 to 2,400 for teenage girls and 3,000 or more for teenage boys. Adjustment of the caloric allowances is made if a person needs to lose or gain weight.
   * * * Keep a check on your body weight by weighing regula.ly to avoid large weight gains before the weight control measures are taken.
   * * * Some people need to weigh daily and others weekly to keep control of weight problems.

3. For an adequate and varied diet, we should include in our menus each day: (over)

4. Suggestions for exercises:
   * * * Balance a book on your head as you walk.
   * * * Rounded shoulders are corrected by holding arms out straight and then moving arms in small circular motions with slight pressure toward the person's back.
   * * * To correct sway back, lie on your back on the floor with your knees raised and your feet flat on the floor. Slide your feet downward, slowly lowering your knees. Concentrate on pressing your lower back to the floor as you repeat these leg movements.

Adequate and varied diet includes:	meat, beans, nuts	2 servings
	breads, cereals	4 servings
	fruits, vegetables	4 servings
	cheese, milk	2 to 4 servings

4. Your body grows and glows best when you select foods containing proteins, carbohydrates, fats, vitamins, minerals, and water, the six nutrients found in foods. Can you explain why?

MAKING THE MOST OF MY PERSONAL APPEARANCE

Check either column, "Good" or "Needs Improvement," which applies better to you. Then check the column "I'm working on it" if you are setting goals to improve in that area.

Self-evaluation items	GOOD	Needs Improvement	I'm working on it!
I keep my clothes and body clean. When I keep clean I am more likely to be able to resist disease.			
I bathe at least every 48 hours to avoid body odor.			
I use deodorant and I shower after participating in sports to prevent perspiration odors.			
My hair is clean. Shampooing it frequently keeps it shining.			
My hair is styled attractively, and this contributes to my general appearance.			
My hair is cared for; it is brushed and combed.			
I brush my teeth after eating to prevent tooth decay and plaque build-up.			
My hands and nails are clean and well cared for.			
My hands and cuticles are soft; using lotion helps.			
My fingernails and toenails are clipped and smoothly filed.			
I walk as erect as I am able to so as to project a positive public image.			
My shoes are clean. They complement my clean clothing.			
I select clothing appropriate for the occasion so as to build my self-confidence.			
I select quality clothing which is easy to care for and which retains its appearance.			
I like myself. I want to take good care of myself and my appearance.			

THEME: ENHANCING THE SELF-IMAGE:

CONSIDERATION OF OTHERS

TEACHER GUIDE FOR ACTIVITIES IN THE LEARNING CENTER (3-5 STUDENTS)

I. GROUP ACTIVITY CARD #1 - "MORE THAN A NAME"

A. A group activity card which directs students in the learning center to practice making introductions.
B. Materials needed in the learning center are five name tags of heavy paper with cord attached on both sides enabling students to wear the name tags around their necks. Name tags are to be labeled: A. Mother or Father, B. Teacher, Mr. Davis, C. Classmate, Tracy, D. Cousin Jo, E. Uncle Scott. Indicate on the activity card the amount of time allotted for this activity.

II. GROUP ACTIVITY CARD #2 - "ATTITUDES MAY SHOUT LOUDLY"

A. A group activity card which directs students in the learning center to role play a situation involving cooperation.
B. This activity is self-directing from the activity card. The group will need paper to record the answers to the questions.

III. GROUP ACTIVITY CARD #3 - "TELEPHONE COURTESY"

A. A group activity card which directs students in the learning center to simulate telephone conversations with other students on a trainer phone.
B. Trainer telephones increase the hands-on experience in this activity and may be secured from your local telephone office. Indicate on the activity card the amount of time allotted for this activity.

IV. GROUP ACTIVITY CARD #4 - "OUR MANNERS PUT OTHERS AT EASE"

A. A group activity card which directs students in the learning center to role play a situation involving lack of manners.
B. This activity is self-directing from the activity card. The group may be more comfortable with actual dishes correctly placed on a table as the setting for this situation. A group recorder will record the answers to the questions concerning the role play experience. Indicate on the activity card the amount of time allotted for this activity.

GROUP ACTIVITY CARD #1 - CONSIDERATION FOR OTHERS

MORE THAN A NAME

1. Attach a name tag to each member in the learning center identifying her/him as:
   A. Mother or Father, B. Teacher, Mr. Davis, C. Classmate, Tracy
   D. A cousin, Jo E. Uncle Scott.

2. Practice introducing each person, according to the name tag, to each of the other students in the learning center.

3. Suggestions for giving people their names.
   * * * Mention the name of the older or key person first and introduce the other person to him or her, "Dad, this is Tracy, a member of my swimming team."
   * * * Graciously introduce in-laws, as my brother's wife and not my sister-in-law.
   * * * You may add a short, identifying characteristic about the people you introduce. "My Uncle Scott manages the garage at Grant Street."
   * * * Introduce yourself to others: "I don't believe we have met, I'm Sarah Connors." The other persons then may respond: "How do you do? I'm Betsy Johnson." You may respond more casually: "Hello, I'm Betsy Johnson."
   * * * You may acknowledge an introduction by a friendly smile, and "How do you do?", "Hello", and "Nice to meet you."

Time allotted_____.

GROUP ACTIVITY CARD #2 - CONSIDERATION FOR OTHERS

ATTITUDES MAY SHOUT LOUDLY

1. Select someone to record and report the answers from your group.

2. The recorder will assign each group member to a role:
   Role #1 Leader
   Role #2 Helpful friend
   Role #3 Helpful friend
   Role #4 Tired friend
   Role #5 Friend who has to make a telephone call

3. Role play this situation: You have returned together to a cabin by the lake where you will vacation for the weekend. The leader suggests everyone begin to unload the car and set things in the cabin. What happens?

   The leader will stop the role playing when everyone has had an opportunity to play his/her role.

4. Record your answers expressed by the group.
   How did you feel in your roles?
   How did role #4,Tired friend,affect the other people?
   How did role #5,Friend who has to make a telephone call , affect the other people?
   Which roles portray friends you would invite back to the cabin?
   What roles were most difficult?
   Who are the happiest people in this situation?

Time allotted_____.

GROUP ACTIVITY CARD #3 - CONSIDERATION FOR OTHERS

TELEPHONE COURTESY

1. Using a trainer telephone, each member will make one of the following telephone calls to another group member:
   A. Extending an invitation to a friend to attend a party.
   B. Expressing regret that you cannot accept an invitation.
   C. Emergency phone call (fire, police, or doctor).
   D. Order of merchandise from a company.
   E. Ask for an interview for a job.

2. Suggestions for telephone courtesy:
   * * * Dial the telephone number carefully to avoid making wrong connections.
   * * * Identify yourself to the person who answers the phone.
   * * * The person called on the phone then responds with his or her name.
   * * * The caller states the purpose of the call.
   * * * When calling friends and family you may converse informally but be considerate of the length of time involved. Friends may be busy and may be expecting other calls.
   * * * The caller brings the telephone conversation to its conclusion.
   * * * "Thank you for calling" shows appreciation by the receiver for the telephone call and the message received.

Time allotted_____.

GROUP ACTIVITY CARD #4 - CONSIDERATION FOR OTHERS

GOOD MANNERS PUT OTHERS AT EASE

1. Select someone to record and report the answers from your group.

2. The recorder will be responsible for assigning each group member to a role:
   Role #1 Host or hostess at the dining table
   Role #2 A friend who arrives late for the meal
   Role #3 A polite friend
   Role #4 A friend who takes too much food
   Role #5 A friend who forgets his/her manners

3. Role play this situation: The host or hostess serves lunch to the guests whom he/she has invited. What happens during the course of the meal?

   Dishes may be placed on the table to allow you to practice table manners.

   The host or hostess will stop the role playing after each role has been well demonstrated.

4. The recorder will report the answers expressed by the group.
   How did you feel in your role?
   How do you feel toward people or friends who:
   ***take to much food ***forget their manners
   ***arrive late

Time allotted_____.

THEME: ENHANCING THE SELF-IMAGE:

LASTING IMPRESSIONS

TEACHER GUIDE FOR ACTIVITIES IN THE LEARNING CENTER (3-5 STUDENTS)

I. LASTING IMPRESSIONS GAME

A. This is a game of acquiring one category card from each of four categories: Manners, Attitudes, Appearance, and Cleanliness before winning the game and scoring a lasting impression.

B. The cards are prepared by backing the sheets of cards with construction paper. Then cut the cards apart into 30 cards.
Instructions for playing the game:
1. Two to five players may play the game.
2. Shuffle and pass out four cards for each player.
3. The remaining cards become the drawing pile.
4. Players will draw and discard at their turn in order to obtain one card of each of four categories: appearance, cleanliness, attitudes, and manners. Cards may not be picked up from the discard pile.
5. The first player to obtain all four headings in his/her hand of four cards wins the game by making a "lasting impression". Scores may be recorded for number of games won.

II. LASTING IMPRESSIONS ACTIVITY SHEET:

A. This is an activity sheet for students to complete individually and then compare their sheets with others in the learning center.

B. Duplication of this activity sheet is needed to provide each student with a copy. Magazines illustrated with photos of people engaged in social interaction will be needed in the learning center. Glue for attaching magazine pictures to the activity sheet will be needed in the learning center.

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LASTING IMPRESSIONS GAME

Game Instructions:

1) Two to five players.

2) Shuffle and pass out four cards for each player.

3) Remaining cards become the drawing pile.

4) Players draw and discard at their turn in order to obtain one card of each of four headings:

Appearance	Attitudes
Cleanliness	Manners

5) The first player to obtain all four headings in his/her hand of four cards wins the game by making a "LASTING IMPRESSION"

CLEANLINESS

Bathing Daily

APPEARANCE

Hands and Nails Groomed

ATTITUDES

Make Changes Happily

MANNERS

Speak Clearly and Politely

CLEANLINESS

Clean Fingernails

Daily

101

CLEANLINESS

Deodorant

APPEARANCE

Hair Neat

ATTITUDES

Helpful

MANNERS

Mealtime Conduct

APPEARANCE

Clean and Well-Pressed Clothes

102

CLEANLINESS

Wash Face to Remove Oils

APPEARANCE

Brushed Hair

ATTITUDES

Friendly

MANNERS

Arrive on time

APPEARANCE

Improves Appearance

CLEANLINESS

Shampoo Often

APPEARANCE

Weight Control

ATTITUDES

Sharing in responsibility

MANNERS

Cover Sneezes

CLEANLINESS

Clean Under Garments

CLEANLINESS

Brush Teeth Daily

APPEARANCE

Posture

ATTITUDES

Cooperation

MANNERS

Be A Good Sport

ATTITUDES

Self-Directing

CLEANLINESS

Shave Regularly

APPEARANCE

Shoes Polished

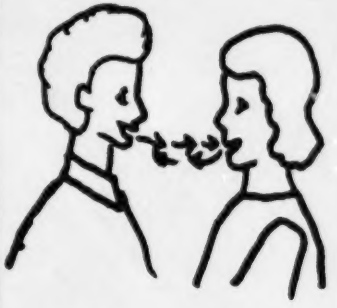
ATTITUDES

Pleasant

MANNERS

Introduce Yourself or Others

MANNERS



Speak Clearly

LASTING IMPRESSIONS

ACTIVITY SHEET

AFTER PLAYING THE LASTING IMPRESSIONS GAME, COMPLETE THE ACTIVITIES BELOW; THEN COMPARE YOUR ACTIVITY SHEET WITH OTHERS. ARE THEY ALIKE OR DIFFERENT?

1. Place the 30 cards on the table and indicate by listing below which cards are most important to making and keeping friends.

2. Which cards are most important in each situation:
   A. Job interview

   B. Waiter or waitress at a restaurant

   C. On a date

   D. FHA District Convention

   E. School sports event

3. Look for pictures in magazines provided in the learning center which illustrate making a lasting impression. Secure them to the back of this sheet.

4. List people in your community who are considerate to others. Are they people whose company others enjoy?